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ABSTRACT

The findings reported and discussed in the document are part of a larger study concerning female vocational faculty members in several types of educational institutions. The third of four substudies, the research report deals with female faculty in randomly selected postsecondary proprietary schools. The study identifies the perceptions of female vocational faculty members in the three broad areas of dual-role conflict, career aspirations, and career expectations, and compares their perceptions with those of proprietary school directors in order to identify differences and similarities. Several important discrepancies were found and documented and important status components in vocational education were identified. Analysis of the findings suggests that neither administrators nor female faculty view female faculty as being equal to male faculty; among the many findings are these: over half the administrators and just under half of the female faculty surveyed agreed that, in their institutions, women are not as likely to achieve positions of leadership as are men. More than half the administrators feel, however, that women successfully compete with men at their institution, while more than half the female faculty disagreed. (Author/AJ)

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ROLE PERCEPTIONS OF FEMALE FACULTY AND THEIR ADMINISTRATORS IN POST-SECONDARY PROPRIETARY SCHOOLS

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PREFACE

The findings reported herein are a part of a larger study concerning female vocational faculty members and several types of educational institutions. Included in the overall effort are randomly selected public community-junior colleges, area vocational schools, comprehensive secondary schools, and post-secondary proprietary schools. Each of these became the focal point for separate sub-studies, one of which has its findings reported here.

The series of four sub-studies originated in response to a national concern for the status and roles of professional women in vocational education. A manifestation of this concern was expressed in a resolution proposed by the house of delegates of the American Vocational Association at its Chicago Convention of December 1972. This resolution read as follows:

> RESOLVED, that the American Vocational Association Board of Directors authorize a study of professional employment in Vocational Education with regard to the number of males and females at every level of the profession, the salaries paid to each category of employee, and identify any restrictions in promotional opportunities because of sex.

This is the third of the four sub-studies to be completed and it deals with female vocational faculty members in post-secondary proprietary schools. An important aspect of this inquiry is the identification of the perceptions of these female faculty members in the three broad areas of dual-role conflict, career aspirations, and career expectations. Their self perceptions with regard to selected questions in these three broad areas were compared with those of proprietary school directors in order to identify differences and similarities. Several important discrepancies were found and carefully documented herein.

Also included in this effort is the identification of several important status components of female vocational faculty members, which are of particular value for comparative purposes. The final effort will be made when all sub-studies are completed, and the result will be a synthesized report of the four inquiries.

The findings reported herein are of great importance in the continuing efforts in identifying components in vocational education in which female faculty are in greatest need of assistance relative to matters of status, career aspirations, dual-role conflicts, and career expectations.

The sample was carefully selected in a random manner, and it is assumed the findings are not untypical of post-secondary proprietary school women faculty and presidents. Therefore, the findings, conclusions, and recommendations reported herein by Thomas E. Long would be of considerable value for others interested in vocational female faculty in general and post-secondary proprietary schools in particular.

The study was supported by federal-state funds allocated by the Bureau of Vocational Education of The Pennsylvania Department of Education and the Department of Vocational Education of The Pennsylvania State University. Special thanks is offered to Thomas E. Long for his long term efforts in this research.

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Professor
Graduate Studies and Research

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Gratitude is also extended to those proprietary school administrators and faculty members who assisted in the endeavor.

I am indebted to my colleagues who served as willing consultants so many times, and to the secretaries who typed so many drafts.

Lastly, my love to my family, who gave support to the endeavor and understood when project activities took my time from them.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Is there resistance to women in education? Some studies imply as much. One outgrowth developing from concern over this issue is a cluster of studies designed to determine women's roles at all levels of vocational education.

The pilot study in the series was done by King (1974), who studied women's roles in community colleges. Another by Sites (1975), and another by Basualdo (1975), studied women in area vocational-technical settings and comprehensive high schools respectively.

This monograph reports a study modeled, as all have been, after King's initial work, only done concerning women in proprietary post-secondary schools. The modeling was intentional to enable A. C. Gilli, project coordinator, to more completely compare women in all vocational educational settings when studies were completed.

Need for the Study

The need for this particular study was cogent. When women were studied in all other vocational settings, it became imperative that proprietary school women be studied as well. Then too, endeavors of this type are urged by professional groups. The American Vocational Association in particular, at a recent convention, passed a resolution authorizing a study of constituent professionals in all vocational educational settings. Through such efforts the profession can determine its present status, identify areas of concern, and direct its attention to needful issues.

Definition of Terms

Dual-role conflict. Role conflict occurs when a person occupies two or more positions simultaneously and when the role expectations of one are seemingly incompatible with the role expectations of the other (Sabin, 1964).

Proprietary school. Those schools, generally post-secondary, which offer vocational skill training and which are privately owned and managed.

Administrators. This term refers to the top managing official in the proprietary school.

Statement of the Problem

Consisting of four parts, this study was designed to replicate the studies done in other settings and to:

1. Determine the perceptions of proprietary school administrators relative to female faculty in terms of a) dual-role conflict, b) advancement possibilities, and c) career aspirations. These areas were considered by King (1974), Sites (1975), and Basualdo (1975) in studies of women in various other vocational settings.

2. Identify the ways in which female faculty in proprietary schools view women faculty in terms of a) dual-role conflict, b) advancement possibilities, and c) career aspirations.

3. Compare the perceptions of administrators and female faculty members.

4. Identify the demographic characteristics of female faculty in proprietary schools.

Part 1 of the study attended to the following questions:

1. How do proprietary school administrators view the female faculty member in terms of dual-role conflict, advancement possibilities, and career aspirations?

2. How is the total number of years of teaching experience of the administrator related to his views of the female faculty member's a) dual-role conflict, b) advancement possibilities, and c) career aspirations?

3. What are the relationships between the administrator's total number of years in administration and his views of the female faculty member's a) dual-role conflict, b) advancement possibilities, and c) career aspirations?

4. How is the sex of the administrator related to his view of the female faculty member's a) dual-role conflict, b) advancement possibilities, and c) career aspirations?

5. How is the age of the administrator related to his view of the female faculty member's a) dual-role conflict, b) advancement possibilities, and c) career aspirations?

6. What are the characteristics of proprietary school administrators in terms of:

   a. teaching experience?
   b. administrative experience?
   c. sex?
   d. age?

Part 2 of the study attended to the following question:

7. How do female faculty in proprietary schools view themselves in terms of a) dual-role conflict, b) advancement possibilities, and c) career aspirations?

Part 3 of the study attended to the following questions:

8. Is there a significant difference between the way in which administrators view dual-role conflict of female faculty and how it is viewed by the females themselves?

9. Is there a significant difference between the way in which administrators view advancement possibilities of female vocational faculty and the way it is viewed by female faculty?

10. Is there a significant difference between the way in which administrators view career aspirations of female faculty and the way in which it is viewed by the faculty themselves?

11. Is there a significant difference between total Equalitarian Perception Scale scores of administrators and female vocational faculty?

Part 4 of the study attended to the following questions:

12. What are the demographic characteristics of female faculty in reference to:

a. vocational area?
b. highest educational level attained?
c. type of appointment?
d. salary?
e. years at present institution?
f. years at various educational levels?
g. years outside education?
h. administrative, laboratory, and lecture hours per week?
i. age?
j. number of children?
k. distribution of children by age group?
l. marital status?
m. responsibilities assumed?

13. What is the relationship between the salary of the female faculty member and her:

a. highest degree?
b. years at present institution?
c. years outside education?
d. age?
e. marital status?

14. What is the relationship between highest degree held and:

    a. salary?
    b. years at present institution?
    c. years outside education?
    d. age?
    e. marital status?
    f. number of children?

15. What is the relationship between marital status and:

    a. highest degree?
    b. salary?
    c. years outside education?
    d. years at present institution?
    e. age?

16. What is the relationship between number of children and:

    a. highest degree?
    b. salary?
    c. age?

17. What is the relationship between years employed outside education and:

    a. highest degree?
    b. salary?
    c. age?
    d. number of children?

18. What is the relationship between years at present institution and:

    a. highest degree?
    b. salary?
    c. years outside education?
    d. age?
    e. number of children?

19. What is the relationship between a) highest degree, b) salary, c) number of children, d) years outside of education, e) years at present institution, f) marital status, g) age, and:

    1. dual-role conflict?
    2. advancement possibilities?
    3. career aspirations?

CHAPTER II

REVIEW OF RELATED LITERATURE

In this review, an attempt has been made to assemble information regarding the current and changing roles of women in the following areas: 1) society in general, 2) higher education, and 3) post-secondary proprietary institutions. While considerable material is available concerning the general condition of women and their status in higher education, most of the studies draw questionable conclusions or admit of insufficient data upon which to base sound judgments. The section which examines women's present condition is both a synthesis of recent studies and commentaries and a somewhat subjective speculation about them. The next section, which considers the academic woman, represents an effort to describe the conditions and possible inequities of her employment. Unfortunately, no studies have been uncovered that assess women in proprietary institutions. Therefore, observations in the final section are restricted to information derived from census statistics.

Sex Roles and Social Change

Although the occupational role of women is still evolving, an upward trend appears clear. Heads no longer snap in disbelief at passing women cyclists, taxi drivers, or truckers. Nor do they turn at the sight of female plumbers, newsgirls, or Episcopal priests. Some folks may still smile or share a knowing wink, but the simple fact of women engaged in male-typed activities and vocations no longer qualifies as lively table-talk. Like pins on a growing corporation map, women are

appearing here and there in the most unlikely occupations. Admittedly, vast areas of that map are yet unmarked, but resistance to each new pin grows faint.

Ours is a period defined by change, and the jolt of "future shock" has lost its sting. Much like the child who has received too many Christmas packages, we have exhausted our emotional reserve. Each new event blends with those just past until the blur of change becomes our vision of what is, and we cannot find within ourselves the stuff of which shock is made.

This condition is perhaps illumined by the unwarranted popularity of television fantasy. Past civilizations made drama a mirror through which they examined their lives. Ours has replaced the real with the fanciful, and Nielson ratings suggest a viewing audience more concerned with the trials of Mary Tyler Moore than those of the White House plumbers. In a world in which most people spend their lives trying to forget, little serious regard is given to daily events, great or small. Therefore, it matters not that most women hold positions and attitudes little different from their mothers. The fact that a vocal minority have successfully stormed many male-dominated occupations admits of the potential for a sexless work-a-day world. In a world reduced electronically to a "global village," a very few can make an enormous impact.

It is superfluous to argue, as many counter-liberation groups are doing, that most American housewives don't want equality, that they enjoy raising children and pleasing their husbands. Or, that large numbers of women (especially blue-collar workers and elementary teachers) have always worked and, though they may have hated their jobs, rarely felt demeaned by them. Of course, sixty years ago, no decent

woman would have revealed her ankles, kissed her beau, or smoked in public. But, the movies changed all that. And, television will soon transform the typical American homemaker into the typical career woman. Consider the present egalitarian thrust of many current shows. It would seem that the most popular heroine is that "liberated" female who finds happiness walking the "razor's edge" between her work and her home or who nearly wrecks herself and all about her through repeated efforts to find meaning in ludicrous crusades against societal ills. And, it is clear that, regardless of her comic tribulations, logic and good sense stand at her side. Supporting her efforts is the popular antagonist, the male chauvinist, perhaps best manifested in the figure of Archie Bunker. His continued railings against equal rights have become their best case.

The studies generated by the research of Rosenthal and Jacobson (1968) have demonstrated that people tend to behave in the way they are expected to behave. For centuries women have found fulfillment in the home acting out roles cherished by their mothers and praised by their fathers, roles resulting from differential socialization patterns. As the media, influenced by highly educated, middle-class women and a sense for the dramatic, imposes upon women of all classes egalitarian expectations, women will begin to behave as co-equals with men. And the men, likewise vulnerable to the subtle pressures of the media, will accept the change without dissent.

And the many obstacles to equality are fast disappearing. In their place, stand the instruments of female emancipation: dishwashers, laundromats, frozen dinners, day-care centers, and automobiles. The

continued removal of reasons why a woman "belongs in the home" has made her increasingly vulnerable to reasons why she should work: to counter the economic threats of impending recession and to possess the luxuries made psychological necessities by Madison Avenue salesmanship.

Women and Work

What are the facts concerning women and work? To begin, the women are available. In 1970, for example, only 40 percent of the women in the United States had one or more children under the age of eighteen, and, of these women, 10 percent were heads of households (Shields, 1971). Therefore, at least theoretically, 70 percent of American women could be involved in the work force. And, though the actual involvement is far from 70 percent, it is growing. In 1940 only 27.4 percent of American women were included in the civilian labor force. By 1950 female participation had increased to 31.4 percent, and by 1960, to 34.8 percent. This figure had grown almost 10 percent by 1972 when a record 43.6 percent of the female population were employed.* With regard to the 1972 group, 41.5 percent were married and living with their husbands (Bureau of the Census, 1974).

Although, as indicated above, women can be found in some capacity in most occupations, the heaviest concentration has been, and still is, in those fields traditionally typed as female (which is an absurd statement since sexual stereotypes develop because of a predominance of one

*These figures include women 14 years and over through 1966 and 16 years and over from that point on. In addition, the figures do not include Alaska and Hawaii until 1960. Percentages represent a steady increase from 1940 through 1972 except for an approximate 5.2 percent decrease immediately following the end of World War II.

sex). By way of comparison, figures illustrating the female labor force for the years 1950 and 1972 are cited. In 1950, 32.4 percent of working women were employed as salesworkers or clerical and kindred workers; by 1972, this figure had reached 40.9 percent. For the same years, female employment as professional, technical, and kindred workers was 9.5 percent and 16.2 percent respectively. These figures indicate a significant increase, but hardly one to impress female activists. Another healthy trend seems evident in the decrease of the percentage of women employed as private household workers, service workers, operatives, and kindred workers, from 43.3 percent in 1950 to 34.1 percent in 1972 (Bureau of Census, 1974). Though many factors, such as the countless advances in technology, may account for the apparent "trends" in the employment of women, one must admit that the direction, however difficult to perceive, is positive. Coupled with the fact that a number of men are finding employment in positions previously considered strictly "female," these figures take on increased significance. Predictions of a sexless labor force gain credibility.

But, when one examines earnings, it becomes increasingly difficult to build a case against charges of discrimination. For instance, in 1955 women earned 64 percent as much as men, and by 1968, that figure had decreased to 58 percent. In terms of real money, 60 percent of employed women as opposed to 20 percent of the men earned less than $5,000 annually. And, when the figure increased to $10,000, the statistics are even more shocking: only 3 percent of the women made more than this amount as compared with 28 percent of the men (Bem and Bem, 1974).

Try as one will to blame these discrepancies on highly dissimilar qualifications, he can not ignore the suspicion, however slight, of discrimination in the occupational air.

Women in Higher Education

Not until Oberlin modified its admissions policy in 1837, was it possible for a woman to attend college in this country. Shortly thereafter, other institutions likewise opened their doors to women. In addition, a number of colleges developed specifically for women were established. These changes resulted mainly from two causes--one ideological; the other economical (Graham, 1970). First, primarily as a result of the equal-rights rhetoric of the abolition movement combined with the more realistic vision of the nature of man suggested by Darwin, many educators were convinced that women must be afforded at least the opportunity to continue their education. More important to the women's cause, however, was the decline in enrollment and concomitant loss of tuition during the Civil War period. Educational administrators responded then, as some are at present, by abandoning standards and principles in a struggle for institutional survival. Women were not only granted entrance, they became the focus of a wholesale recruitment effort.

Following literally the logical theory of the "camel's nose," once inside higher education's ivyed walls, women's involvement grew. The trend, then and now, was toward coeducation. Few new single-sex colleges were established. Today, most colleges--even long-established, highly prestigious institutions--have chosen to admit students of both sexes.

As Students

Unfortunately, research related to women as students points to a decline since 1920. Then, approximately 47 percent of the undergraduates were women, while today, the figure has dropped to 40 percent (Graham, 1970). At the same time, they received some 15 percent of the doctorates as opposed to about 10 percent in 1960, with a disproportionate number in education and the social sciences (Parrish, 1962). More recent studies report that from 1960 through 1970, about 12 percent of the doctorates awarded each year have gone to women. As though the situation were not bleak enough, Pifer (1971) adds that his studies show that from 75 to 90 percent of the highly-qualified students who do not enter postsecondary education are women. Further, he stresses that in 1969, of 166,000 students enrolled in graduate schools throughout the country, only about 16,000 were women.

Explanations for the decrease in the percentage of women students in higher education abound. Three that seem credible are these. The G. I. Bill that followed United States involvement in World War II, Korea, and Vietnam, provided incentive for many veterans, who under other conditions would have sought employment, to enter college, thereby upsetting previous ratios. Related to the condition of war was the possibility of draft deferment for those who attended college, an obvious motivation for many when one considers the impact on enrollment following the enactment of an all-volunteer army. Finally, the advent of Sputnik provided numerous funds for scholarships, assistantships, and fellowships in the sciences and technologies--areas long the private domain of men.

As Faculty

Let us turn for the moment, from the woman as student to the woman as faculty member. Although Taylor (1963) found no statistically significant differences on the basis of academic performance, the current situation of women faculty members in institutions of higher education appears grim. Nordh (1972) shows that no more than 20 percent of the over-all college faculty in this country are women, and that they are found primarily in the lower professorial ranks of the nation's less prestigious institutions. She indicates, however, that women have been more successful at the community college level where they comprise 40 percent of the faculty and 41 percent of the student body.

So far as professorial rank is concerned, Hoeflin (1972) found that only about 2 percent of the full professors at major universities are women, and concluded that the ratio seemed discriminatory in light of the fact that, as noted above, each year approximately 12 percent of the doctorates are awarded to women. In support of Hoeflin's position, Astin (1969) reports that, regarding women's persistence in work, of those who received doctorates during 1957 and 1958, 91 percent were still employed in 1965. Of these, 81 percent were working full-time. Further, Astin notes that nearly all attrition was due to child bearing and that the median length of career interruption was 14 months. While not directly related to the Hoeflin and Astin studies, the Bureau of Census (1974) offers some statistics that suggest a possible reason for the higher percentage of men in the upper professorial ranks. Though the Bureau provides no information concerning length of experience, it does give a breakdown of college faculty members according to highest

degree held. The figures are as follows: Bachelor's or less--male, 6.3 percent, female, 8.6 percent; Master's--male, 30.1 percent, female, 53.3 percent; Professional--male, 13.7 percent, female, 13.7 percent; and Doctorate--male, 49.9 percent, female, 24.5 percent.

Considerable evidence, however, suggests to discrimination. Ruben and Willis (1971) showed in their study that men and women with similar qualifications held different professorial rank. They identified male and female doctorate holders with approximately 20 years academic experience and found that 90 percent of the men were full professors while only 45 percent of the women shared that rank. Turning, then, from rank to salary, discriminatory practice is again evident. Green (1970) reported that the women accounted for in her study received from $1000 to $1,500 less per year than their male counterparts. And, as a specific example, Kimmel (1972) cites convincing proof of similar treatment of women at one major American university. Matching male and female faculty on the basis of doctoral work completed, teaching experience since the receipt of that terminal degree, and non-teaching productivity, she shows the males earning an average (mean) of $1,374.86 more per year than their female counterparts. In addition, she reports that the group of male faculty members held significantly higher professorial ranks (which, following the logic of the circular argument accounts for the lower salaries). How do women feel about the situation? So far as discrimination is concerned, Astin (1969) found that over one-third of employed women doctorate holders believed themselves victims of discriminatory practice and that for reasons of bigotry their careers had suffered.

In administration, as in teaching, the woman finds herself the subject of considerable prejudice. After studying the reduction in the number of women holding administrative posts in higher education, Burns (1964) attributed the decline to the decreasing proportion receiving advanced degrees and the refusal of many to pursue actively, leadership responsibility. Kaufman (1961), however, argued that her survey of 355 college presidents and 156 women administrative officers showed that 43 percent preferred male administrators. She noted that women were preferred only in fields typically considered "female." Pifer (1971) even points up the disturbing fact that although library work is often typed as female, not one of the nation's 50 largest academic libraries had, in 1971, a woman as chief administrative officer.

Challenges to the legitimacy of discrimination against women in the area of administration are many. Of particular interest is a study conducted by Wiles and Grobman (1955) on the types of leadership demonstrated by selected male and female leaders. The subjects were observed to manifest three main types of leadership: democratic, authoritarian, and laissez-faire. Wiles and Grobman found that women ranked consistently ahead of men in the area of democratic leadership. Grobman and Hines (1956) replicated the study with essentially the same findings. In another area, Henschel (1964) discovered that the 136 women administrators, supervisors, and teachers to whom he administered the Edwards Personality Preference Schedule exhibited significantly more masculine than feminine responses with regard to identifiable leadership qualities.

Dearing (1973) argues that two main reasons behind discrimination toward women in education are: 1) long-standing cultural attitudes and 2) the "commitment to amateurism in the selection and recruitment

process for administrative positions." By "amateurism" Dearing refers to the conventional selection of administrative officers from the faculty ranks, rather than from graduate programs designed specifically to prepare educational leaders. A more subtle approach to discrimination is cited by Acker and Van Houten (1974). Upon a reexamination of the Hawthorne studies and the work of Michel Crozier, these researchers observed that sex conditioned both the structures and processes of organizations. They noted particularly that:

> . . . sex differences in organizational participation are related to 1) differential recruitment of women into jobs requiring dependence and passivity, 2) selective recruitment of particularly compliant women into these jobs, and 3) control mechanisms used in organizations for women, which reinforce control mechanisms to which they are subjected in other areas of the society (Acker and Van Houten (1974).

The literature search revealed no studies relative to women in proprietary schools. Readers interested in literature related to the position of women in the vocational-academic settings are referred to the companion studies of King (1974), Sites (1975) and Basualdo (1975).

CHAPTER III

PROCEDURES

The purpose of this study was to compare the way in which female vocational faculty members viewed themselves and how they were viewed by proprietary school administrators. This chapter describes procedures used in adapting the research instruments, selection of the sample groups, data-gathering techniques, and the statistical methods used for data treatment.

Adaptation of the Instruments

Two instruments were developed by King for the initial study in this series which was entitled "Perceptions of Female Vocational Faculty Members as Seen by Themselves and College Administrators," (King, 1974). They were 1) a twenty-five item Equalitarian Perception Scale and, 2) a fourteen item Female Demographic Data questionnaire. For this study, these instruments were adapted for use with female faculty and administrators at proprietary schools. The Equalitarian Perception Scale was modified by changing wording to be more appropriate to the population being surveyed. Additional items were added to the Female Demographic Data Questionnaire and the wording was altered appropriately. (Appendices A and B)

The Equalitarian Perception Scale, yielded a total scale which provided an Equalitarian Perception Measure. Scoring ranged from Strongly Agree (5) through Strongly Disagree (1). In addition, the instrument contained three subscales identified by King (1974) as follows:

1. role-conflict (items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 22, 23, and 25);

2. advancement possibilities (items 2, 6, 10, 16, and 20);

3. career aspiration (items 4, 8, 12, 14, 18, and 24).

Selection of Samples

Two samples were used in this study, administrators of proprietary schools and female vocational faculty at those schools. It was decided to survey administrators and women faculty from 500 proprietary schools randomly selected from the listing in the Directory of Post Secondary Schools with Occupational Programs, 1971.

The procedure used to determine sample size was developed by Krejcie and Morgan in 1960. The material sent to each administrator included:

1. a cover letter explaining the study and requesting a roster of their faculty;

2. an Equalitarian Perception Scale;

3. a pre-addressed, stamped envelope.

Two follow-up mailings were made. These efforts yielded an administrator perceptionnaire return of 279 or 56 percent. Of these, only 263 perceptionnaires were usable, the remainder were incomplete. Twenty-seven questionnaires were returned as undeliverable. Despite repeated requests, only 112 faculty rosters were received. These rosters, however did enable the identification of 386 female faculty in the schools surveyed.

Each of the 386 female faculty members received the following materials: (Appendices B and C)

1. a cover letter explaining the study;
2. an Equalitarian Perception Scale;
3. a Female Demographic Questionnaire;
4. a pre-addressed, stamped envelope.

Follow-up letters were sent to non-responders and at the time of data analysis, complete data had been received from 152 of the female faculty contacted. Data from three respondents were incomplete, leaving a sample size of 149.

Analysis

The statistical methodology used in this study included the Likert [redacted]de Scale Analysis, Multiple Regression Analysis (MRA) and Behrens Fisher Test t[1].

The Likert Attitude Scale Analysis was used to answer the questions raised in Parts 1 and 2 of the study. Regarding the Likert Attitude Scales, Oppenheim (1966, p. 141) says:

> The Likert Scales tend to perform very well when it comes to a reliable, rough ordering of people with regard to a particular attitude. Apart from their relative ease of construction, those scales have two other advantages: first, they provide more precise information about the respondent's degree of agreement or disagreement, and respondents usually prefer this to a single agree/disagree scale. Second, it becomes possible to include items whose manifest content is not obviously related to the attitude in question, so that the subtler and deeper ramifications of an attitude can be explored.

This program used for the Likert Attitude Scale Analysis is available under the title of LIKRT in a package form at The Pennsylvania State University Computation Center.

To analyze Part 4 of the study and for further interpretation of Parts 2 and 3, Multiple Regression Analysis (MRA) was used.

The multiple regression model is traditionally used to predict

the values of some criterion (desired outcome) from a set of independent variables, as mathematically expressed in the linear function where:

$$y = b_o + b_1x_1 + b_2x_2 + \ldots + b_kx_k + e$$

y = dependent variable

x_1^1 x_2^1 ... b_k = partial regression coefficients

e = error term

The underlying assumptions required for MRA are as follows (Ll, 1967):

1. Each array of y of the population follows the normal distribution.

2. The regression of y on x_1^1 x_2 ..., x_n is linear.

3. The variance of all arrays of y of the population are equal.

4. The samples are drawn at random.

5. The x-values remain constant for all samples and do not change from sample to sample.

The program used for MRA was written by M. C. Hallberg (1969) and is available in package form from The Pennsylvania State University Computation Center under the title of QSASE.

The questions raised in Part 3 of the study were answered by the Behrens Fisher Test t^1. This statistical procedure works well (Kohr, 1970) with only a slight loss of power compared to the $\underline{t}$ test which assumes normal distribution, equal sample sizes, and equal sample variances. However, when the assumptions were not met, as in this study ($n_1 \neq n_2$), Behrens Fisher Test t^1 is superior to the $\underline{t}$ test.

The program used for t^1 in this study is available in package form from The Pennsylvania State University Computation Center under the name Population Mean Tests with Unpaired Observations.

CHAPTER IV

FINDINGS

As was done in the companion studies, the results of this investigation are reported in a format which parallels the order of the attendant question in the statement of the problem. This section will present statistical analysis data for each question. Discussion of these data will be found in Chapter V.

PART I

Question 1

How do proprietary school administrators view the female faculty member in terms of dual-role conflict, advancement possibilities, and career aspirations?

A. Dual-role conflict. The maximum possible score for role-conflict was 70. A score of 70 was interpreted to mean that proprietary school administrators view the female faculty as experiencing minimum role-conflict. The range of observed scores on this subscale was from 35 to 68. Fifty-four percent of the administrators' scores fell between 47 and 53 (Table 4.1). These data show proprietary school administrators as perceiving some degree of role-conflict in female vocational faculty members.

The five-point Likert Scale strongly agree (5) to strongly disagree (1) was used to sample perceptions. For simplicity in reporting data, the agree categories (5 and 4) and the disagree categories (2 and 1) were grouped to a single agree or disagree category respectively.

It was found that over 80 percent of the administrators agreed that:

Table 4.1

Scores and Frequency of Each for Dual-Role Conflict: Subscale 1
(Proprietary School Administrators)

Obtained Score	Frequency	Percent
35	2	0.8
36	2	0.8
37	1	0.4
38	2	0.8
39	2	0.8
40	4	1.5
41	2	0.8
42	1	0.4
43	4	1.5
44	5	1.9
45	1	0.4
46	15	5.7
47	16	6.1
48	28	10.7
49	26	9.9
50	21	8.0
51	14	5.3
52	22	8.4
53	18	6.9
54	15	5.7
55	15	5.7
56	9	3.4
57	11	4.2
58	10	3.8
59	4	1.5
60	6	2.3
61	2	0.8
62	2	0.8
63	0	0.0
64	1	0.4
65	0	0.0
66	0	0.0
67	0	0.0
68	1	0.4

It is fine for a woman to work if her children are adequately cared for.

It is possible to be successful at both marriage and a career.

Women can live in productive harmony with men filling complementary and supplementary roles.

A coeducational faculty provides a healthy atmosphere.

Women who want full equality should be prepared to accept equal responsibility.

In excess of 23 percent of the administrators were undecided on the following items:

Professional women tend to think of employment as a life-time career.

A mother's working can be easily accepted by a child.

Marriage is an asset for professional women.

For professional women, children are an asset.

More than 35 percent of the administrators disagreed on the following items:

A mother's working can be easily accepted by a child.

Women in supervisory positions have difficulty dealing with males in subordinate positions.

A woman's first responsibility is to be a feminine companion to men and a mother.

See Table 4.2 for frequency and percentage values for this subscale.

B. Advancement possibilities. The maximum score possible on this subscale was 25. Such a score would be interpreted to mean proprietary school administrators viewed the female faculty as having excellent advancement opportunities. The actual observed scores of administrators ranged from 8 to 24 on this scale. Table 4.3 shows the scale socre distribution. There seems to be some diverse perceptions of administrators relative to this subscale.

Table 4.2

Item Analysis, Dual-Role Conflict: Subscale 1
(Proprietary School Administrators)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 1: It is fine for a woman to work if her children are adequately cared for.	89	3	7
Item 3: Women can live in productive harmony with men filling complementary and supplementary roles.	92	5	3
Item 5: A mother's working can be easily accepted by a child.	38	26	36
Item 7: Marriage is an asset for professional women.	30	38	32
Item 9: For professional women, children are an asset.	42	37	21
Item 11: It is possible to be successful at both marriage and a career.	83	8	8
Item 13: Professional women tend to think of employment as a life-time career.	58	23	19
Item 15: A woman's first responsibility is to be a feminine companion of men and a mother.	44	15	40
Item 17: Women who want full equality should be prepared to accept equal responsibility.	99	0	1
Item 19: Intellectual achievement of women is viewed as competitively aggressive behavior.	47	20	33
Item 21: Women in supervisory positions have difficulty dealing with males in subordinate positions.	50	14	36

Table 4.2 (continued)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 22: A coeducational faculty provides a healthy atmosphere.	92	6	2
Item 23: Career women play down feminine appearance in order to be taken seriously.	71	15	14
Item 25: Women have unique qualities to bring to the classroom that are not present in male faculty.	59	16	24

When subscale items are considered individually (Table 4.4), it is noted that in excess of 65 percent of the administrators feel that:

The higher the educational attainment of women, the greater the chances for their advancement.

In this institution, women are not as likely to achieve positions of leadership as men.

Women successfully compete with men at this institution.

In general, professional women are on par with professional men at this institution.

Yet one also notes that 95 percent of these administrators disagree with the statement:

The possibilities for a woman to be promoted to the next academic rank, when eligible, are only fair.

In viewing these subscale items one readily notes inconsistent responses.

C. Career aspirations. The career aspirations subscale had a maximum possible score of 30. A score of 30 would mean that administrators feel that female faculty have high career aspirations. The observed scores

Table 4.3

Scores and Frequency of Each for Advancement Possibilities: Subscale 2 (Proprietary School Administrators)

Obtained Score	Frequency	Percent
8	1	0.4
9	2	0.8
10	7	2.7
11	10	3.8
12	11	4.2
13	15	5.7
14	12	4.6
15	31	11.8
16	28	10.7
17	43	16.4
18	41	15.6
19	24	9.2
20	20	7.6
21	16	6.1
22	0	0.0
23	0	0.0
24	1	0.4

Table 4.4

Item Analysis, Advancement Possibilities: Subscale 2
(Proprietary School Administrators)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 2: The possibilities for a woman to be promoted to the next academic rank, when eligible, are only fair.	3	1	95
Item 6: The higher the educational attainment of women the greater the chances for their advancement.	74	10	16
Item 10: In this institution, women are not as likely to achieve positions of leadership as men.	65	6	29
Item 16: Women successfully compete with men at this institution.	72	8	20
Item 20: In general, professional women are on par with professional men at this institution.	76	8	15

of administrators on this scale ranged from 15 to 30 (Table 4.5). They seemed to feel that female faculty had fairly high career aspirations.

Table 4.6 shows career aspiration subscale percentages for each item. One notes that over 85 percent of the administrators felt that:

Professional women can realistically expect to have a lifelong career.

Women have as much need to achieve as men.

Interestingly, over half of these administrators feel that:

A woman's professional career should be subservient to her husbands.

Finally, the total score on the instrument provides an Equalitarian Perception Score. The maximum possible score of 125. The maximum score was interpreted as meaning that administrators view the female faculty to be equal to the male faculty. Observed scores ranged from 65 to 113. These data seem to suggest that these administrators tend not to perceive female faculty as being equal to male faculty. Table 4.7 gives total scale data for the Equalitarian Perception Measure.

Question 2

How is the total number of years of teaching experience of the administrator related to his views of the female faculty member's dual-role conflict, advancement possibilities, and career aspirations?

A. Dual-role conflict. Multiple regression analysis was done to examine the total amount of predictive information from the 14 independent variables on the subscale. The F-ratio with k and N-k-1 degrees of freedom was used to test the overall multiple R for significance. The F-ratio was obtained by dividing the mean square regression (MSR) by the mean square error (MSE). An inspection of the 14 variables revealed that no variable correlated with the criterion at the .05 level.

Table 4.5

Scores and Frequency of Each for Career Aspirations: Subscale 3
(Proprietary School Administrators)

Obtained Score	Frequency	Percent
15	1	0.4
16	4	1.5
17	10	3.8
18	11	4.2
19	19	7.3
20	29	11.1
21	26	9.9
22	46	17.6
23	34	13.0
24	33	12.6
25	26	9.9
26	12	4.6
27	6	2.3
28	3	1.1
29	0	0.0
30	2	0.8

Table 4.6

Item Analysis, Career Aspirations: Subscale 3
(Proprietary School Administrators)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 4: Professional women can realistically expect to have a life-long career.	86	8	6
Item 8: Women have as much need to achieve as men.	87	6	7
Item 12: A woman's professional career should be subservient to her husband's.	54	23	22
Item 14: Most women would like to be promoted to an administrative position.	42	31	28*
Item 18: Most women would rather be promoted by merit than by seniority.	68	24	8
Item 24: Most women would like to end their educational careers in a senior faculty or staff position.	43	37	20

*Totals greater than 100% represent rounding errors.

Table 4.7

Scores and Frequency of Each for Equalitarian Perception Measure: Totals (Proprietary School Administrators)

Obtained Score	Frequency	Percent
65	1	0.4
66	0	0.0
67	0	0.0
68	2	0.8
69	1	0.4
70	1	0.4
71	1	0.4
72	2	0.8
73	0	0.0
74	2	0.8
75	2	0.8
76	3	1.1
77	4	1.5
78	7	2.7
79	5	1.9
80	7	2.7
81	7	2.7
82	5	1.9
83	9	3.4
84	10	3.8
85	11	4.2
86	15	5.7
87	19	7.3
88	13	5.0
89	14	5.3
90	11	4.2
91	12	4.6
92	9	3.4
93	11	4.2
94	7	2.7
95	9	3.4
96	10	3.8
97	9	3.4
98	9	3.4
99	8	3.1
100	4	1.5
101	2	0.8
102	3	1.1
103	6	2.3
104	4	1.5
105	0	0.0
106	1	0.4

TABLE 4.7 (continued)

Obtained Score	Frequency	Percent
107	1	0.4
108	2	0.8
109	0	0.0
110	0	0.0
111	0	0.0
112	2	0.8
113	1	0.4

To answer Question 2A, there was no significant relationship between administrators' years of teaching experience and his perception of role-conflict in faculty.

B. Advancement possibilities. Multiple regression analysis indicated that no variables yielded a significant relationship. In relation to Question 2B, there was no significant relationship between years of teaching experience and the administrators' views concerning advancement possibilities of female faculty.

C. Career aspirations. Inspection of the variables showed that one of the variables, career aspiration-Item 8, was significantly related to the criterion. The item, women have as much need to achieve as men was significantly related to the number of years of teaching experience of the administrator.

Question 3

What are the relationships between the administrators' total number of years in administration and his view of the female faculty member's dual-role conflict, advancement possibilities, and career aspirations?

A. Dual-role conflict. Inspection of the 14 variables revealed three variables which were significantly correlated with the criterion. These items were dual-role items numbered 15, 21, and 25. It may be concluded that a significant relationship existed between years of administrative experience and the administrators' view of female faculty role-conflict.

B. Advancement possibilities. Analysis revealed none of the variables yielded a correlation significant at the .05 level. Therefore no significant relationships exists between the number of years of administrative experience and the administrators' perceptions of advancement possibilities for female faculty.

C. Career aspirations. Multiple regression analysis was done on the six variables on this scale. The F-ratio was found to be 4.78 which was significant at the .05 level. It is concluded that a significant relationship existed between the number of years of administrative experience and the administrators' views concerning female faculty career aspirations.

Question 4

How is the sex of the administrator related to his view of the female faculty members' dual-role conflict, advancement possibilities, and career aspirations?

A. Dual-role conflict. Multiple regression analysis was done on the 14 independent variables on this subscale. The overall F-ratio was 2.58 and is significant at the .05 level.

B. Advancement possibilities Multiple regression analysis was done to examine the five independent variables in this subscale. The F-ratio was found to be 3.57 and significant at the .05 level. It may therefore be concluded that six is significantly related to the administrators' perceptions of advancement possibilities for female vocational faculty.

C. Career aspirations. Analysis of the six variables on this subscale in relation to the criterion produced an F-ratio of 2.54 which was significant at the .05 level. Therefore, in relation to Question 4C, a significant relationship between the sex of the administrator and perceptions of career aspirations of female faculty was found to exist.

Question 5

How is the age of the administrator related to his view of the female faculty members' dual-role conflict, advancement possibilities, and career aspirations?

A. Dual-role conflict. Multiple regression analysis was conducted to examine the predictive information from the 14 variables on the subscale. Analysis produced an F-ratio of 3.02 which was significant at the .05 level. It is concluded that age plays a significant part in the administrators' perception of dual-role conflict of female faculty.

B. Advancement possibilities. The relationship between each of the five variables and the criterion were found to be non-significant. Thus, it is concluded that there is no significant relationship between age and the administrators' views concerning the advancement possibilities of female faculty.

C. Career aspirations. None of the variables were found to yield significant relationships with the criterion. Thus, there is no significant relationship between age and the administrators' perception of female faculty career aspirations.

Question 6

What are the characteristics of proprietary school administrators in terms of: 1) teaching experience, 2) administrative experience, 3) sex, and 4) age?

Figure 4.1 shows the distribution of proprietary school administrators by years of teaching experience. Less than five percent had more than 40 years of teaching. The bulk of the distribution is clustered between 7 and 16 years of experience.

Figure 4.2 portrays the distribution of administrators by years in administration. Less than one-fourth of the administrators had more than 25 years of administration. Conversely, over one-half of them had less than 13 years administrative experience.

The distribution of administrators by sex is shown in Figure 4.3. Women held 37.5 percent of the administrative positions, men held 62.5 percent of them.

Figure 4.4 shows the distribution of administrators by age. The age range was from less than 23 to more than 78. The mean was 45.34 and the standard deviation was 12.77.

PART II

Question 7

How do female faculty in proprietary schools view themselves in terms of dual-role conflict, advancement possibilities, and career aspirations?

A. Dual-role conflict. The maximum possible score on this scale was 70. Such a score would be interpreted to mean that the female faculty experience a minimal amount of role-conflict. The observed scores on this scale ranged from 18 to 41 (Table 4.8). Over one-half (50.3 percent) of the female facultys' scores fell between 29 and 33. Female faculty seem to have some degree of role-conflict.

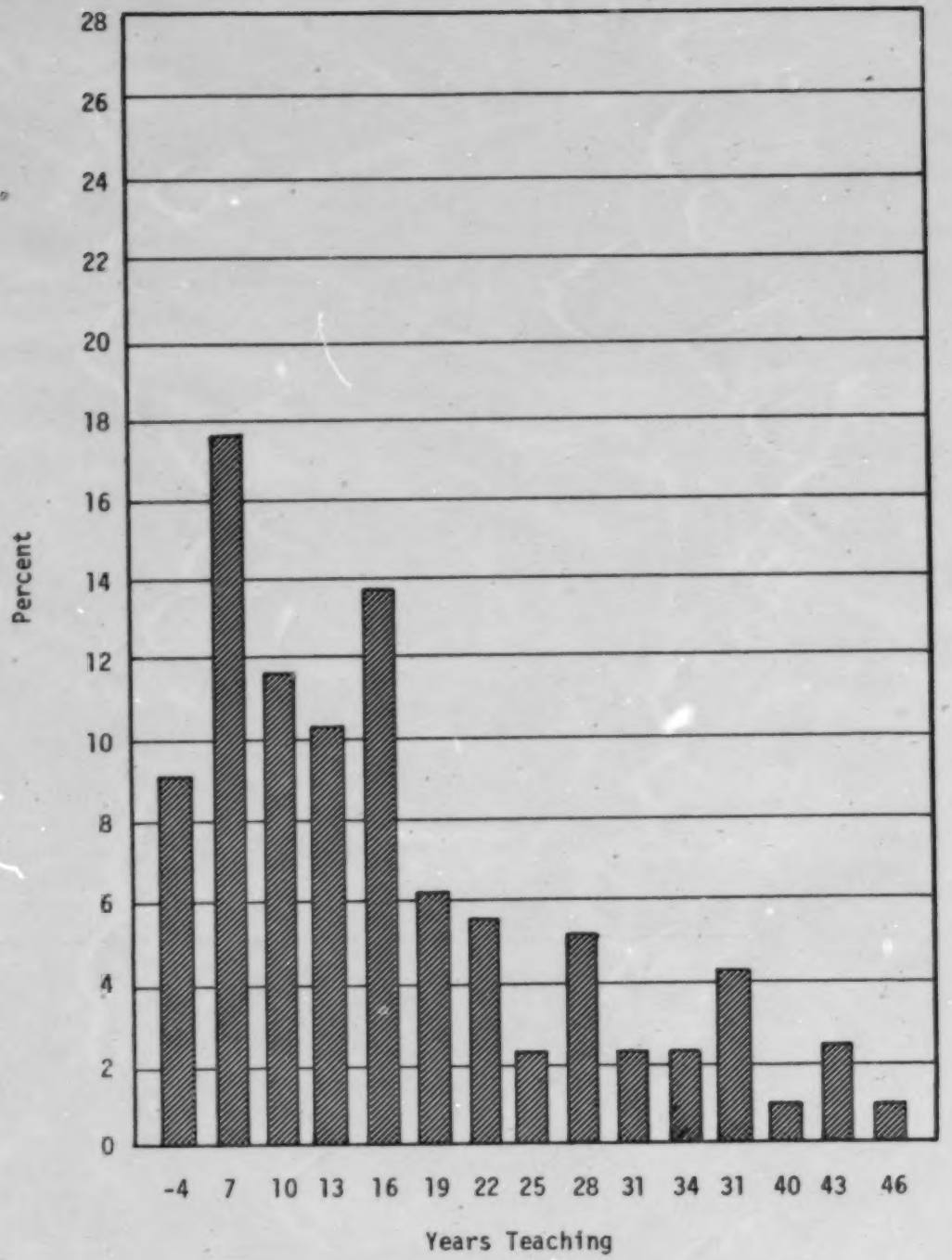

Figure 4.1. Distribution of Proprietary School Administrators by Years of Teaching

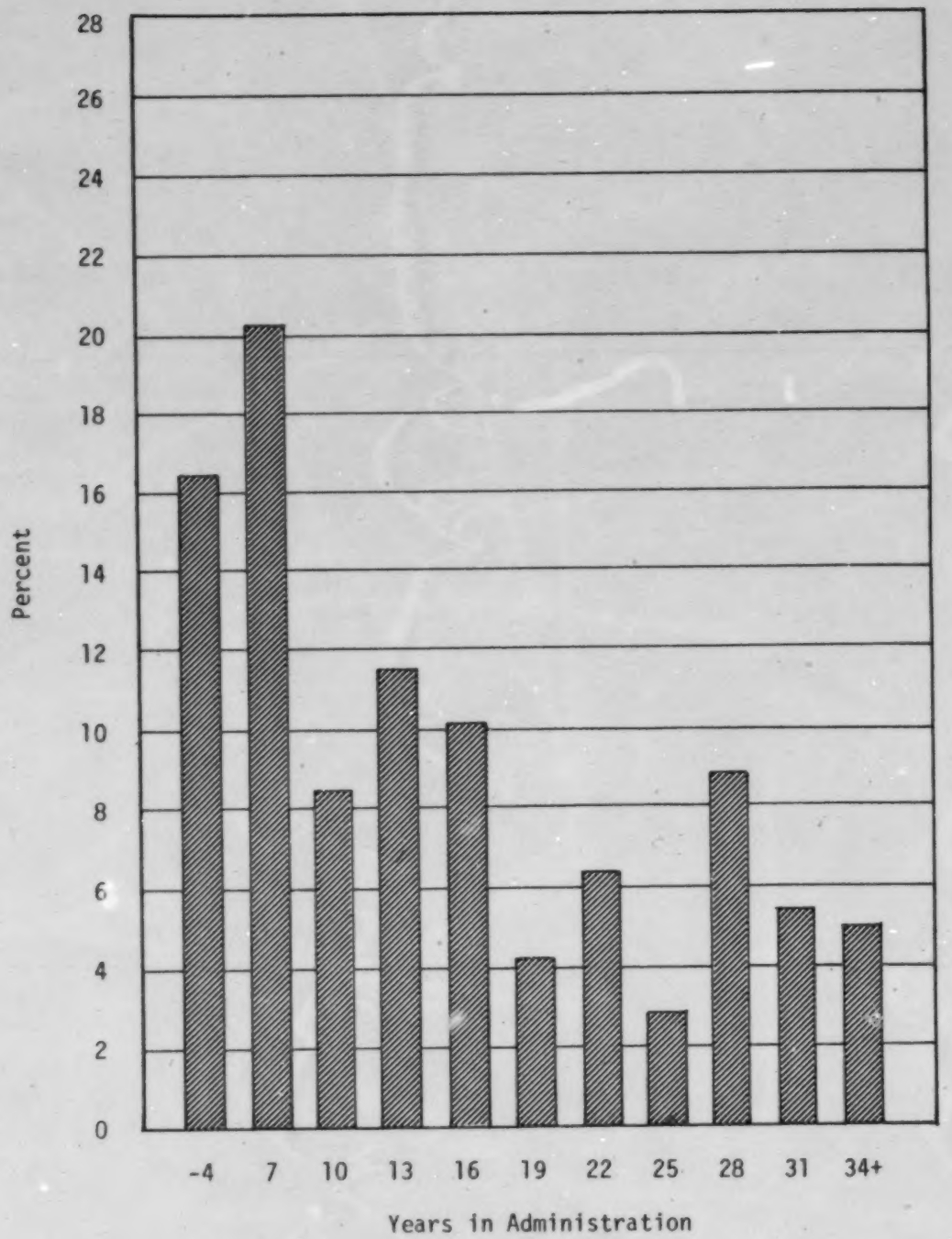

Figure 4.2. Distribution of Proprietary School Administrators by Years in Administration

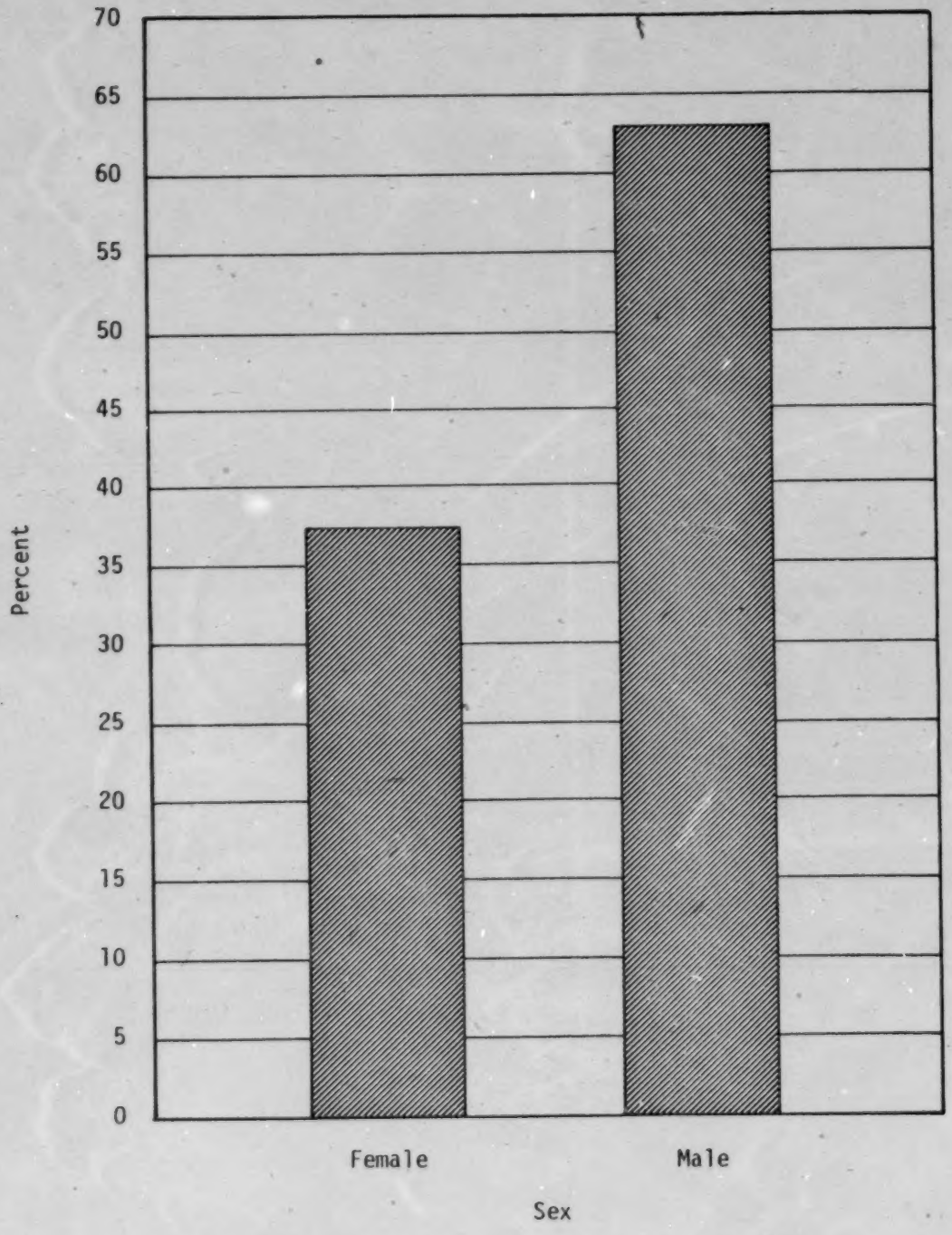

Figure 4.3. Distribution of Proprietary School Administrators by Sex

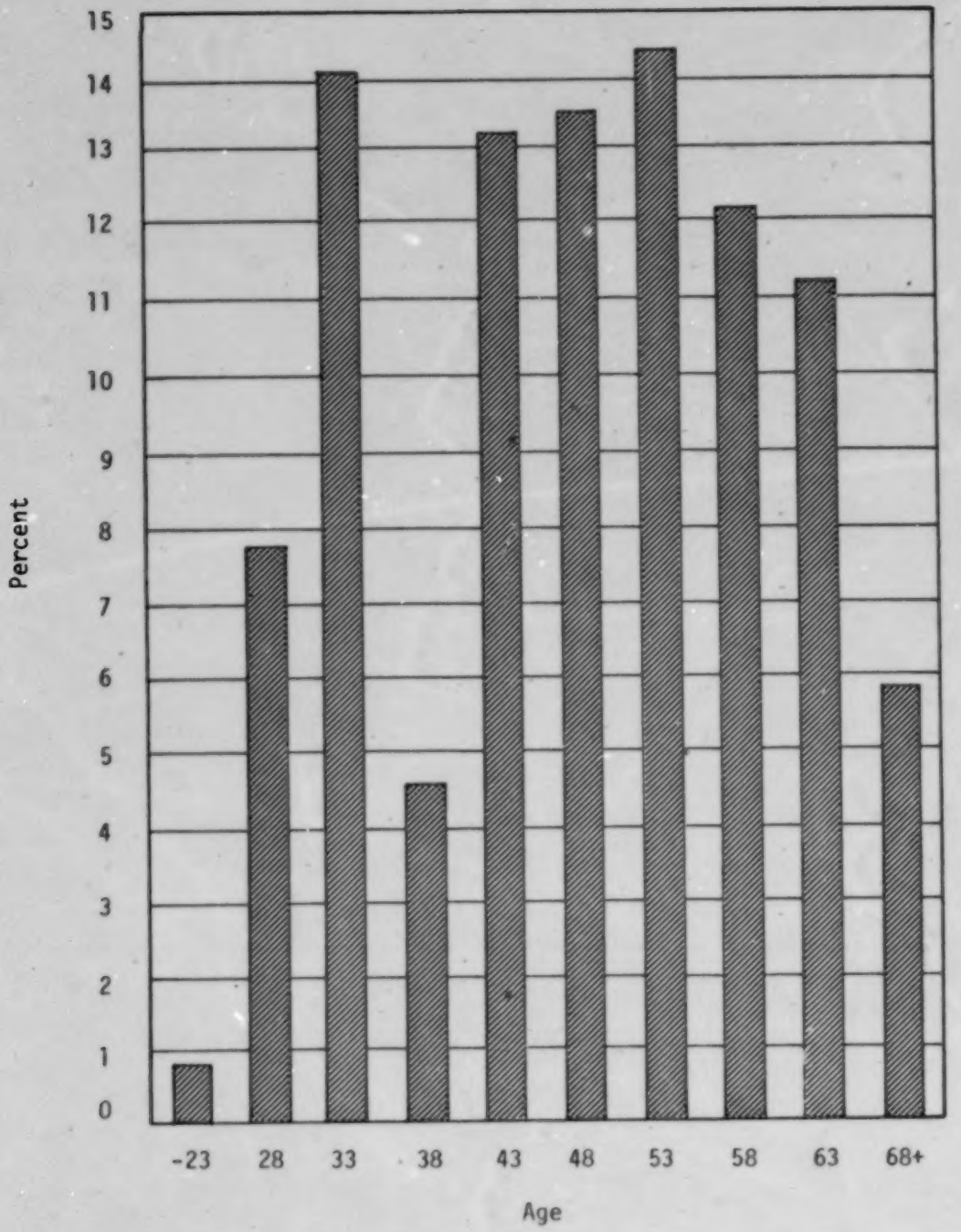

Figure 4.4. Distribution of Proprietary School Administrators by Age

Table 4.8

Scores and Frequency of Each for Dual-Role Conflict: Subscale 1
(Female Vocational Faculty)

Obtained Score	Frequency	Percent
18	1	0.7
19	0	0.0
20	1	0.7
21	0	0.0
22	1	0.7
23	2	1.3
24	2	1.3
25	4	2.7
26	6	4.0
27	12	8.1
28	8	5.4
29	13	8.7
30	18	12.1
31	13	8.7
32	16	10.7
33	15	10.1
34	10	6.7
35	7	4.7
36	6	4.0
37	5	3.4
38	2	1.3
39	1	0.7
40	4	2.7
41	2	1.3

In excess of 40 percent either agreed with or were undecided that:

Women in supervisory positions have difficulty dealing with roles in subordinate positions.

More than 50 percent of the female faculty either disagreed with or were undecided that:

A mother's working can be easily accepted by a child.

Marriage is an asset for professional women.

For professional women, children are an asset to their career.

Forty percent of the women agreed that:

Intellectual achievement of women is viewed as competitively aggressive behavior.

Complete analysis of this subscale is presented in Table 4.9.

B. Advancement possibilities. The highest possible score on this scale was 25. Such a score would be interpreted to mean that females view their advancement possibilities as being excellent, observed scores ranged from 9 to 25 (Table 4.10).

As seen in Table 4.10, only 17 of the 152 scores were found to be between 20 and 25. Fifty-one percent of the facuity womens' scores fell below 14. Rather dim views for advancement were held by these vocational female faculty members.

Item analysis of the items on this scale is presented in Table 4.11. Perusal of that table shows that over 40 percent of the women agree that:

In this institution, women are not as likely to achieve positions of leadership as men.

Roughly 60 percent of the faculty women disagree that:

Women successfully compete with men at this institution.

In general, professional women are on par with professional men at this institution.

Table 4.9

Item Analysis, Dual-Role Conflict: Subscale 1
(Female Vocational Faculty)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 1: It is fine for a woman to work if her children are adequately cared for.	5	6	90
Item 3: Women can live in productive harmony with men filling complementary and supplementary roles.	2	4	94
Item 5: A mother's working can be easily accepted by a child.	20	30	49
Item 7: Marriage is an asset for professional women.	22	36	42
Item 9: For professional women, children are an asset.	32	38	30
Item 11: It is possible to be successful at both marriage and a career.	3	9	89*
Item 13: Professional women tend to think of employment as a life-time career.	19	15	65
Item 15: A woman's first responsibility is to be a feminine companion of men and a mother.	24	16	60
Item 17: Women who want full equality should be prepared to accept equal responsibility.	1	0	100*
Item 19: Intellectual achievement of women is viewed as competitively aggressive behavior.	40	20	41*
Item 21: Women in supervisory positions have difficulty dealing with males in subordinate positions.	19	23	58

Table 4.9 (continued)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 22: A coeducational faculty provides a healthy atmosphere.	0	3	97
Item 23: Career women play down feminine appearance in order to be taken seriously	7	12	81
Item 25: Women have unique qualities to bring to the classroom that are not present in male faculty.	17	17	65

*Totals greater than 100% represent rounding errors.

C Career aspirations The maximum attainable score for this scale was 30. A score of that nature would be interpreted to mean that proprietary school female faculty have high career aspirations. Observed scores ranged from 6 to 20 (Table 4.12). Only 15 women had scores between 17 and 20 Sixty-seven percent of the scores fell between 11 and 15 These women seem to have relatively low career aspirations.

Only two percent of the women feel that:

Women have as much need to achieve as men.

Only one-third of the women agreed that:

Most women would like to be promoted to an administrative position.

Only one-fourth of the women agreed that:

Most women would like to end their educational career in a senior faculty or staff position.

An item analysis for items in this subscale is presented in Table 4.13. As stated, these data seem to indicate that women in proprietary schools have relatively low career aspirations.

Table 4.10

Scores and Frequency of Each for Advancement Possibilities: Subscale 2
(Female Vocational Faculty)

Obtained Score	Frequency	Percent
9	8	5.4
10	7	4.7
11	6	4.0
12	23	15.4
13	19	12.8
14	15	10.1
15	10	6.7
16	13	8.7
17	10	6.7
18	8	5.4
19	13	8.7
20	7	4.7
21	7	4.7
22	1	0.7
23	1	0.7
24	0	0.0
25	1	0.7

Table 4.11

Item Analysis, Advancement Possibilities: Subscale 2
(Female Vocational Faculty)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 2: The possibilities for a woman to be promoted to the next academic rank, when eligible, are only fair.	99	1	1*
Item 6: The higher the educational attainment of women the greater the chances for their advancement.	12	11	77
Item 10: In this institution, women are not as likely to achieve positions of leadership as men.	42	8	50
Item 16: Women successfully compete with men at this institution.	32	11	57
Item 20: In general, professional women are on par with professional men at this institution.	23	13	63

*Totals greater than 100% represent rounding errors.

Table 4.12

Scores and Frequency of Each for Career Aspirations: Subscale 3
(Female Vocational Faculty)

Obtained Score	Frequency	Percent
6	1	0.7
7	1	0.7
8	1	0.7
9	4	2.7
10	12	8.1
11	13	8.7
12	23	15.4
13	17	11.4
14	29	19.5
15	18	12.1
16	15	10.1
17	5	3.4
18	5	3.4
19	4	2.7
20	1	0.7

Table 4.13

Item Analysis, Career Aspirations: Subscale 3
(Female Vocational Faculty)

Items	Percent Agree	Percent Undecided	Percent Disagree
Item 4: Professional women can realistically expect to have a life-long career.	4	12	84
Item 8: Women have as much need to achieve as men.	2	6	92
Item 12: A woman's professional career should be subservient to her husband's.	23	19	59*
Item 14: Most women would like to be promoted to an administrative position.	33	28	38
Item 18: Most women would rather be promoted by merit than by seniority.	5	12	83
Most women would like to end their educational careers in a senior faculty or staff position.	24	38	37

*Totals greater than 100% represent rounding errors.

The total score possible on the Equalitarian Perception Scale was 125. Such a score would indicate feelings of equality with men faculty. Observed scores ranged from 46 to 76 (Table 4.14). Sixty-nine percent of the female faculty scores fell between 56 and 66. These findings suggest that female faculty do not perceive themselves as being equal with the male faculty.

PART III

Question 8

Is there a significant difference between the way in which administrators view dual-role conflict of female faculty and how it is viewed by the females themselves?

A Behren Fisher t' Test was computed. The t value obtained was found significant at the .05 level (Table 4.15). Administrators do perceive female faculty role-conflict differently than female faculty.

Question 9

Is there a significant difference between the way in which administrators view advancement possibilities of female vocational faculty and the way it is viewed by female faculty?

A Behren Fisher t' Test produced a value of 4.503 which was significant at the .05 level (Table 4.16). Female faculty do perceive advancement possibilities in a significantly different fashion from that of their administrators.

Question 10

Is there a significant difference between the way in which administrators view career aspirations of female faculty and the way in which it is viewed by the faculty themselves?

Table 4.14

Scores and Frequency of Each for Equalitarian Perception Measure
(Female Vocational Faculty)

Obtained Score	Frequency	Percent
46	3	2.0
47	2	1.3
48	2	1.3
49	2	1.3
50	1	0.7
51	5	3.4
52	7	4.7
53	6	4.0
54	8	5.4
55	5	3.4
56	10	6.7
57	6	4.0
58	8	5.4
59	11	7.4
60	10	6.7
61	9	6.0
62	8	5.4
63	7	4.7
64	6	4.0
65	7	4.7
66	9	6.0
67	6	4.0
68	0	0.0
69	2	1.3
70	1	0.7
71	3	2.0
72	2	1.3
73	0	0.0
74	0	0.0
75	0	0.0
76	3	2.0

Table 4.15

Group Means for Dual-Role Conflict: Subscale 1

	Number of Observations	Mean	Variance	Standard Deviation	t'
Administrators	262	50.748	27.966	5.288	41.88*
Vocational Female Faculty	149	31.060	17.016	4.125	

*Significant at the .05 level

Table 4.16

Group Means for Advancement Possibilities: Subscale 2

	Number of Observations	Mean	Variance	Standard Deviation	t'
Administrators	262	16.408	8.463	2.915	4.503*
Vocational Female Faculty	149	14.879	12.267	3.514	

*Significant at the .05 level

The Behren Fisher t' Test produced a t' of 32.325 and was significant at the .05 level. As might be suspected from viewing the large difference between the means in Table 4.17, female faculty view their career aspirations as significantly lower than viewed by their administrators.

Question 11

Is there a significant difference between total Equalitarian Perception Scale scores of administrators and female vocational faculty?

The Behren Fisher t' Test produced a t-value of 11.847 which was significant at the .05 level. A twenty-point difference was observed between the means. Administrators' mean was 79.32, the facultys' mean was 59.39. These data indicate that female faculty differ significantly on their perception of female faculty womens' views on equality with men. Women faculty see less equality than administrators.

Table 4.17

Group Means for Career Aspirations: Subscale 3

	Number of Observations	Mean	Variance	Standard Deviation	t'
Administrators	262	22.092	7.310	2.704	32.325*
Vocational Female Faculty	149	13.450	6.492	2.548	

*Significant at .05

FEMALE VOCATIONAL FACULTY DEMOGRAPHIC DATA

PART IV

Question 12

What are the demographic characteristics of female faculty in reference to:

A. vocational area?
B. highest educational level attained?
C. type of appointment?
D. salary?
E. years at present institution?
F. years at various educational levels?
G. years outside education?
H. administrative, laboratory and lecture hours per week?
I. age?
J. number of children?
K. distribution of children by age group?
L. marital status?
M. responsibilities assumed?

A. Vocational area. Figure 4.5 shows that in the responses obtained nearly one-half of the females were in business occupations. When trade and industrial groups were added to these, 62 percent of the total group was accounted for. Health, and home economic related specialties were observed to be lower than would be expected from previous indications. This finding may reflect sampling patterns or patterns of response in faculty sampled.

B. Attained educational level. Figure 4.6 shows that roughly 27 percent of the female faculty in proprietary schools have attained the bachelors degree. Thirteen percent at their highest educational attainment have achieved the high school diploma. Twenty-six percent listed state certification requirements as their highest attainment. Approximately 10 percent have earned an associate degree, 22 percent have a masters, and one percent had an earned doctorate.

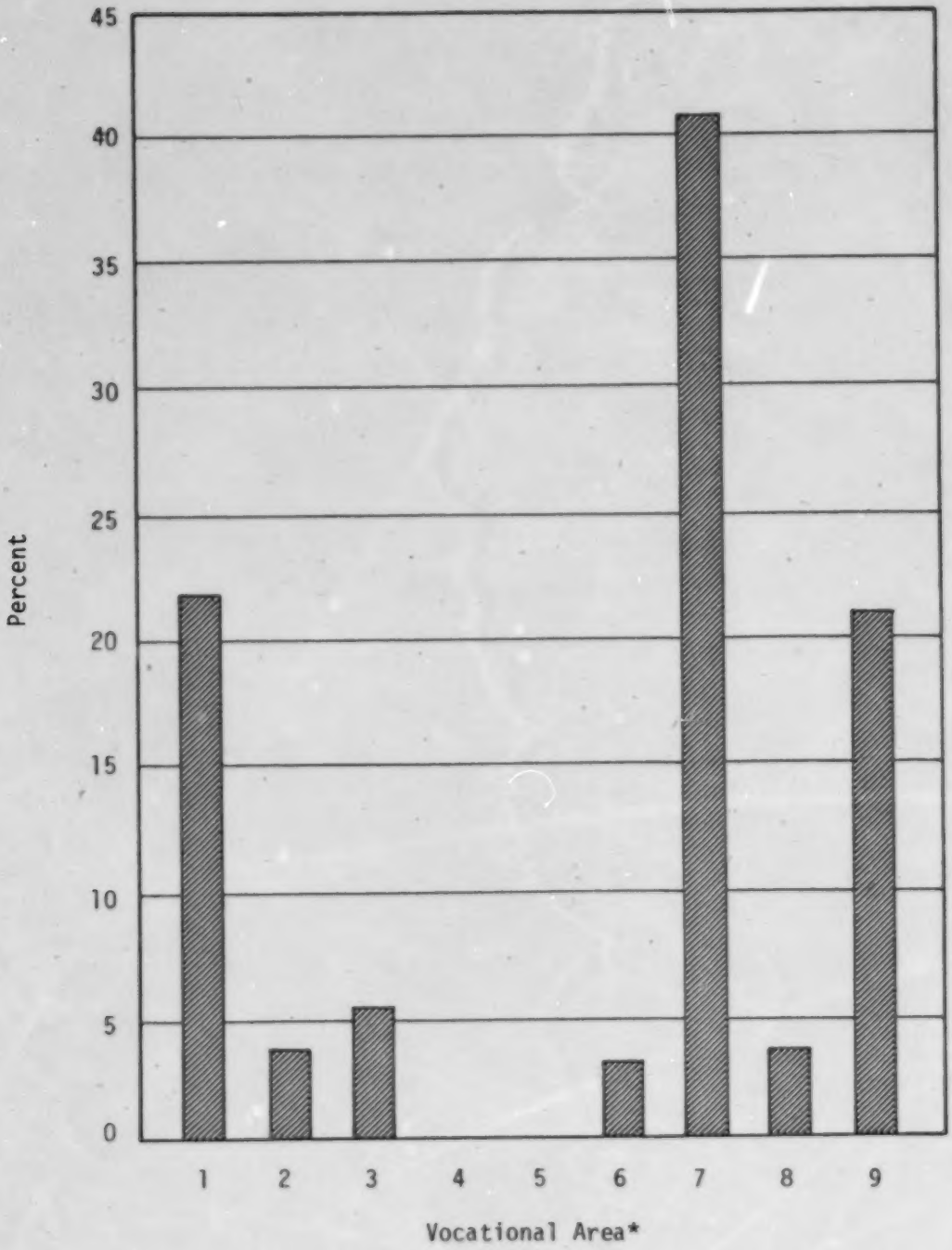

Figure 4.5. Distribution of Vocational Female Faculty by Area

1. T/I	4. Agriculture	7. Business Occ.
2. Technical	5. Gainful H.E.	8. D.E.
3. Health	6. Useful H.E.	9. Other

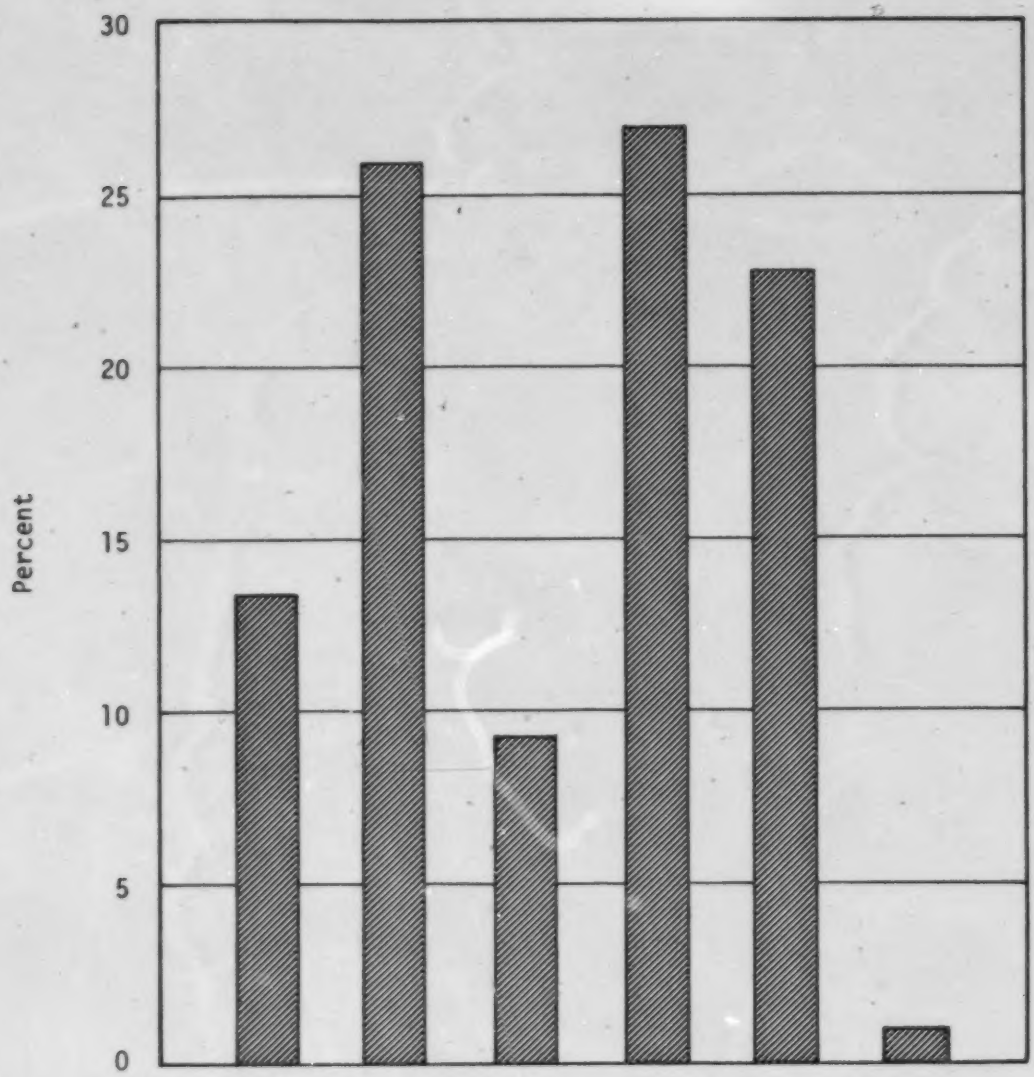

Figure 4.6. Distribution of Educational Attainment for Proprietary School Female Faculty

*Level 1 = High school diploma or equivalent
Level 2 = State certification
Level 3 = Associate degree
Level 4 = Bachelor's degree
Level 5 = Master's degree
Level 6 = Doctorate

C. Type of appointment. Figure 4.7 shows that 93.7 percent of the respondents possessed a permanent appointment and 6.3 percent held probationary appointments.

D. Salary. Figure 4.8 portrays salary data for female faculty members. The mean salary was $7,388.

E. Years at present institution. Figure 4.9 shows the number of years faculty have been employed with their present employer. Tenure ranged from 1 to 34 years. The mean was 5.7 years and the standard deviation was 6.8 years.

F. Years at various educational levels. The number of years female vocational faculty had spent teaching in proprietary schools ranged from 1 to 34 with a mean of 6.2 and a standard deviation of 7.01. These data are depected in Figure 4.10.

The number of years spend in four-year colleges ranged from 1 to 17. The mean as shown in Figure 4.11 was 5 with a standard deviation of 4.59.

Some faculty had taught at the two-year college level. This service ranged from 1 to 15 years. The mean was 3.9. The standard deviation was 4.03 (Figure 4.12).

Thirty percent of the respondents had spent more time teaching at the secondary level. The mean was 6.9 with a standard deviation of 7.9. These data are shown in Figure 4.13.

Some females had taught at the elementary level. The mean number of years of such experience was 116 years. The standard deviation was 15.2 years (Figure 4.14).

G. Years outside education. Figure 4.15 shows that female faculty had spent from 1 to 37 years employed outside education. The mean was 10.59 and the standard deviation was 8.79.

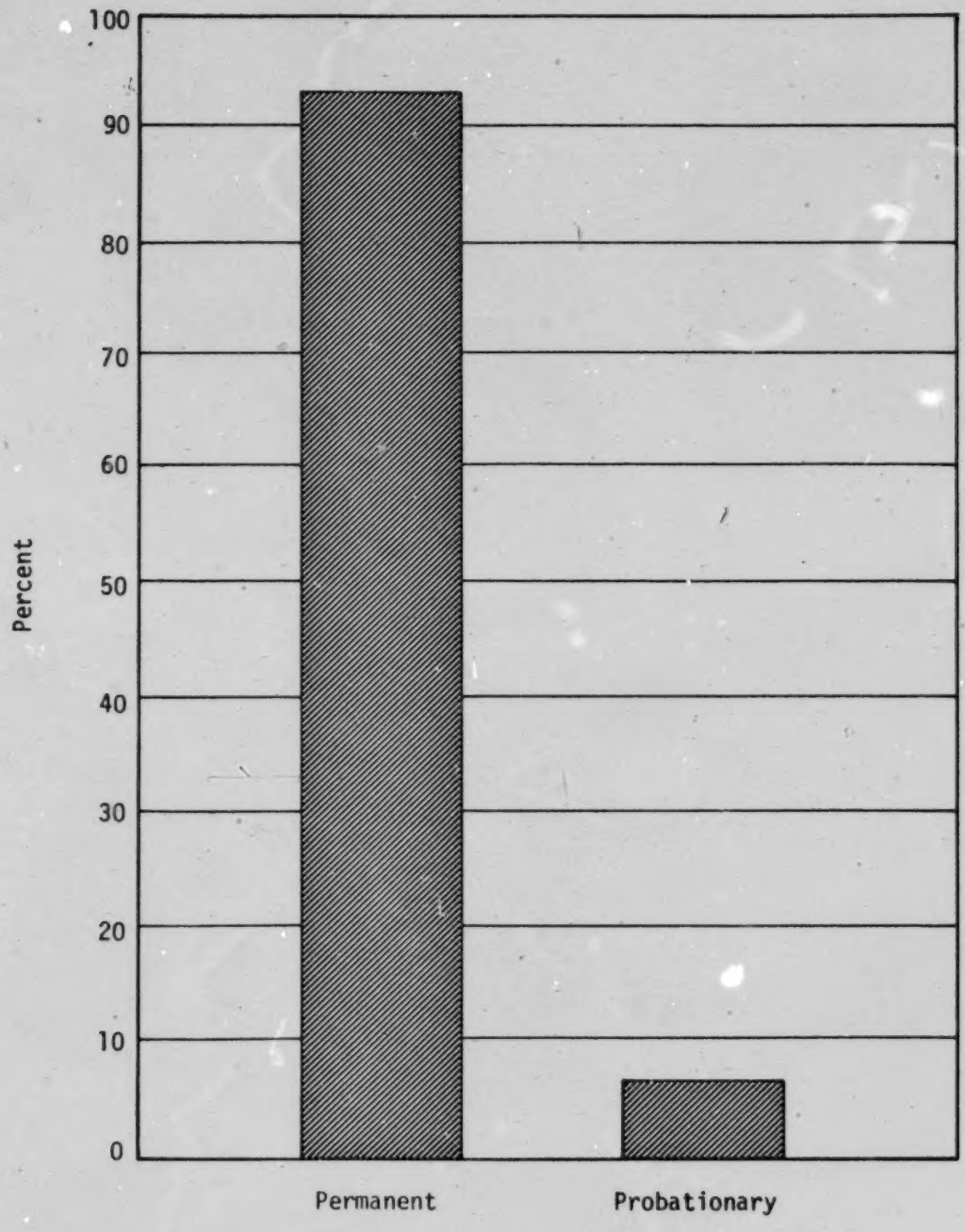

Figure 4.7. Distribution of Present Types of Appointments Held by Female Vocational Faculty

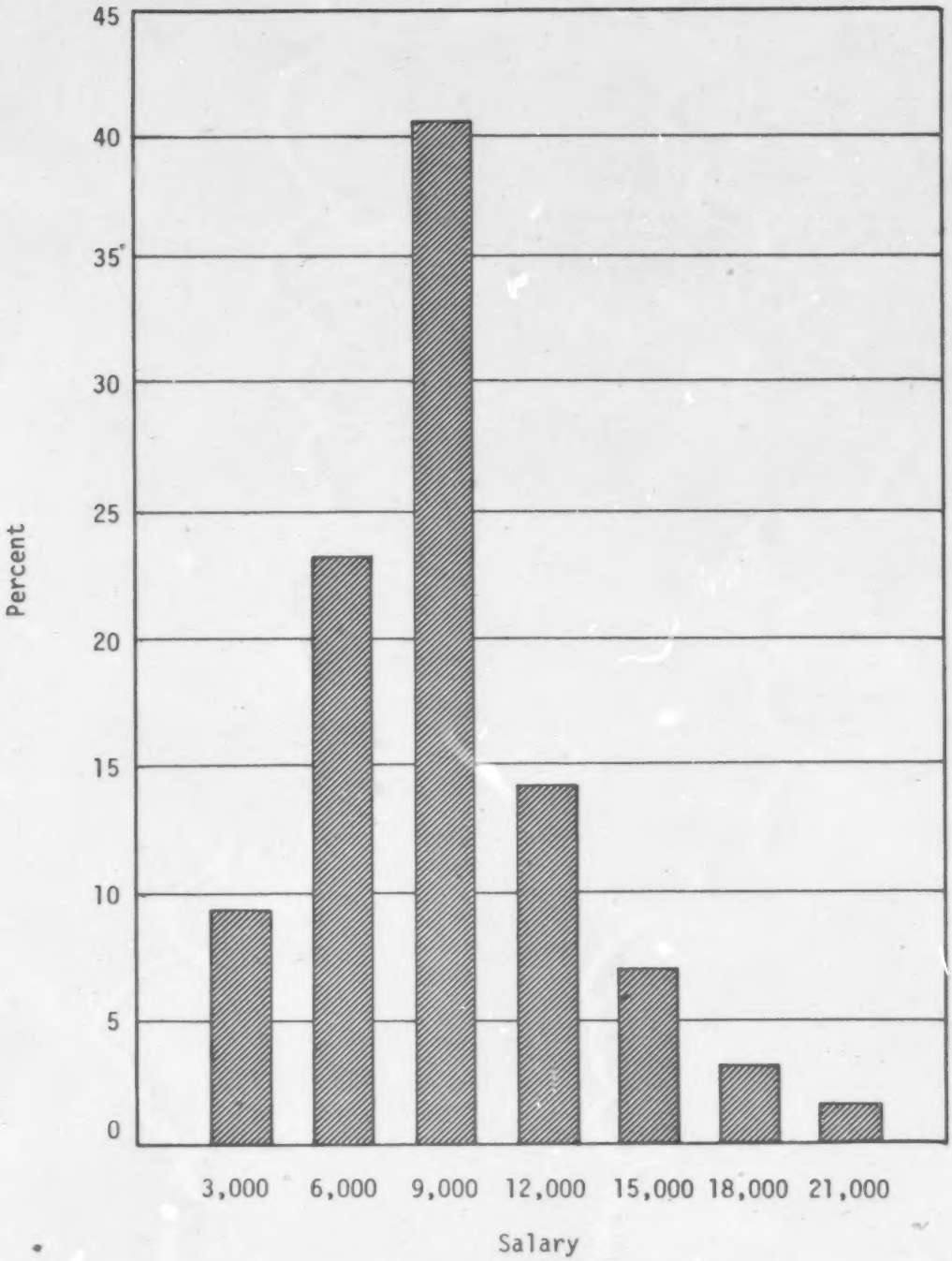

Figure 4.8. Distribution of Salary for Female Vocational Faculty

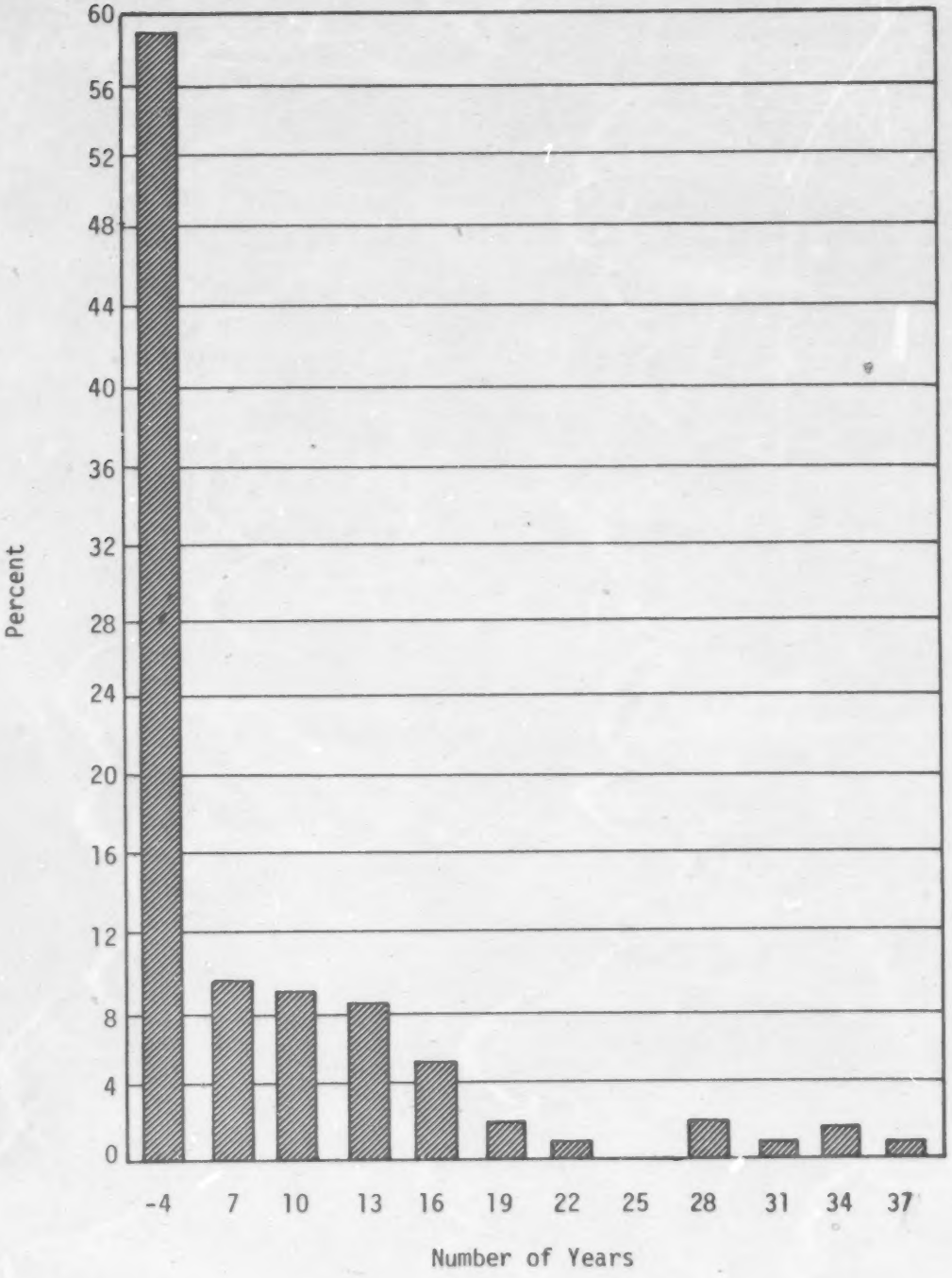

Figure 4.9. Distribution of Years Employed at Present Vocational Institution for Female Vocational Faculty

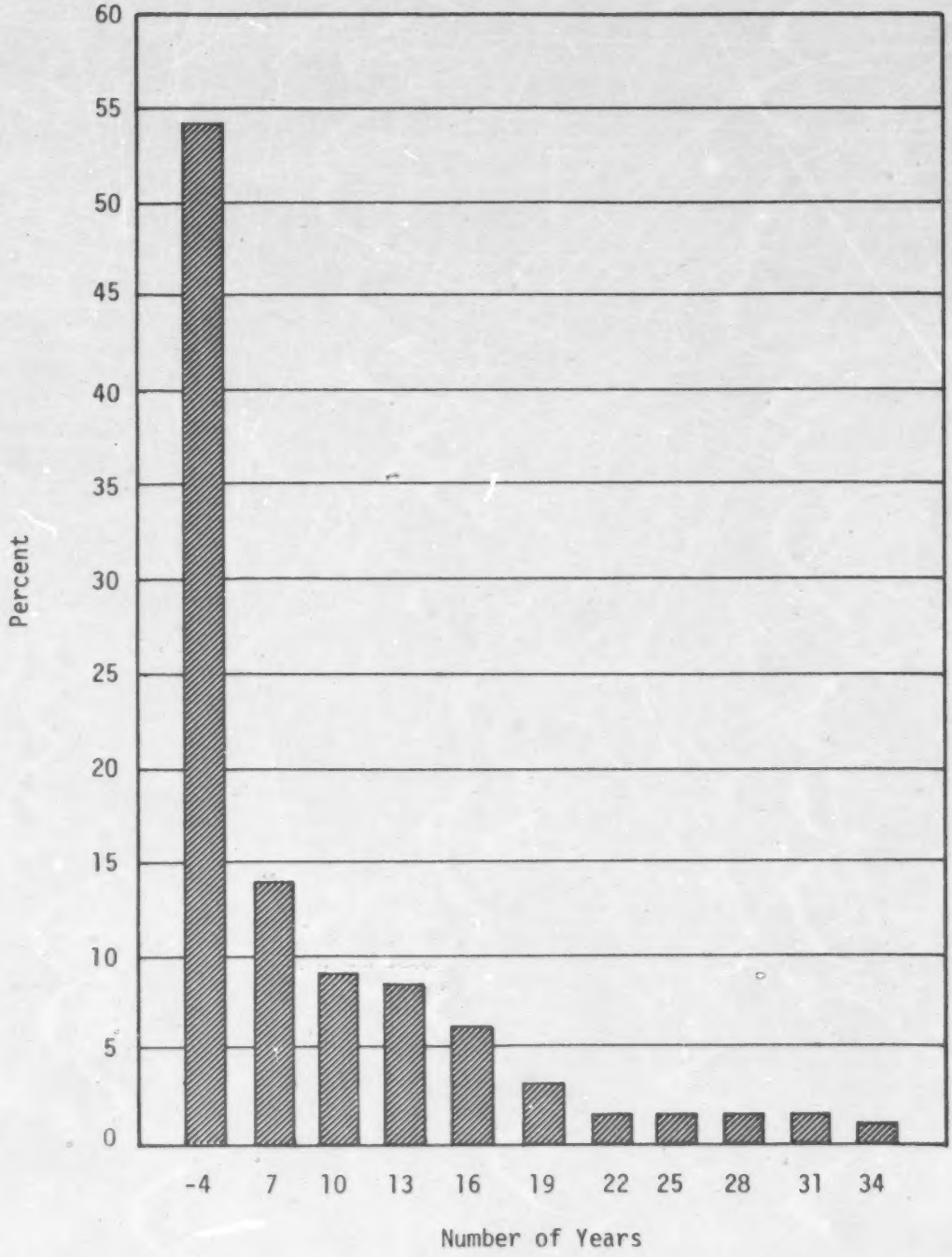

Figure 4.10. Distribution of Number of Years Spent by Female Vocational Faculty Teaching in Proprietary Schools

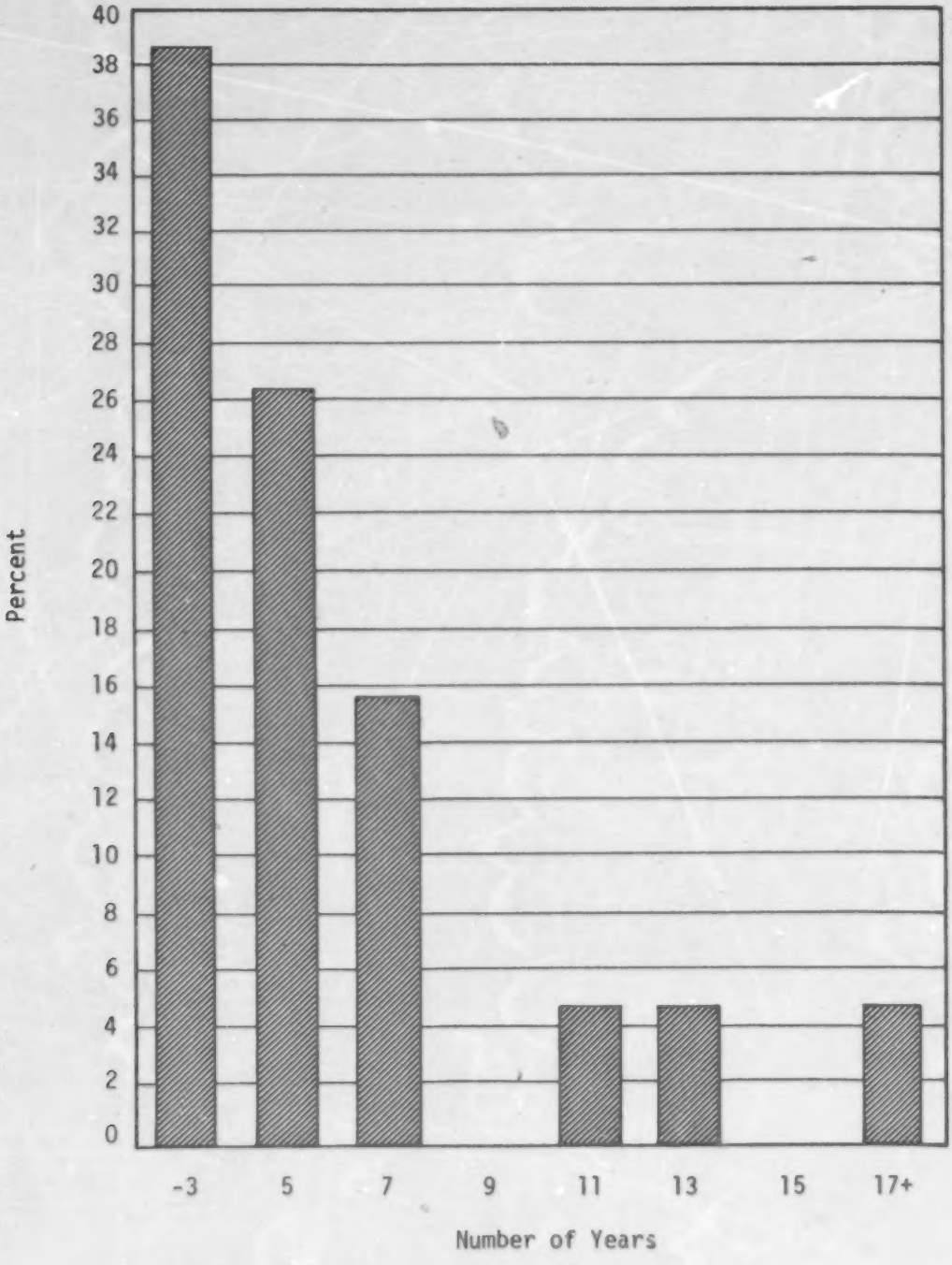

Figure 4.11. Distribution of Number of Years Spent by Female Vocational Faculty Teaching in Four-Year Colleges

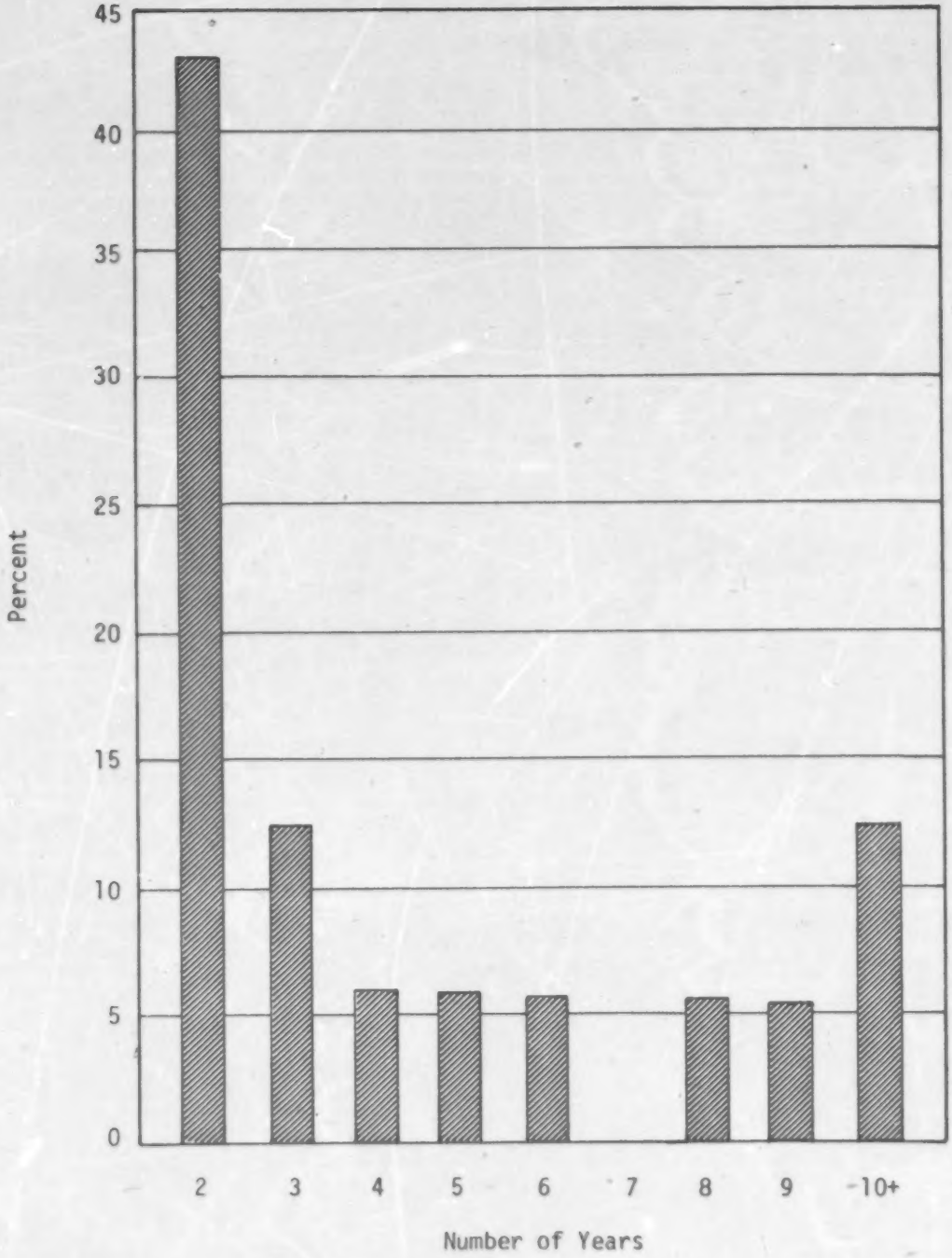

Figure 4.12. Distribution of Number of Years Spent by Female Vocational Faculty Teaching at the Two-Year College/Post-Secondary Level

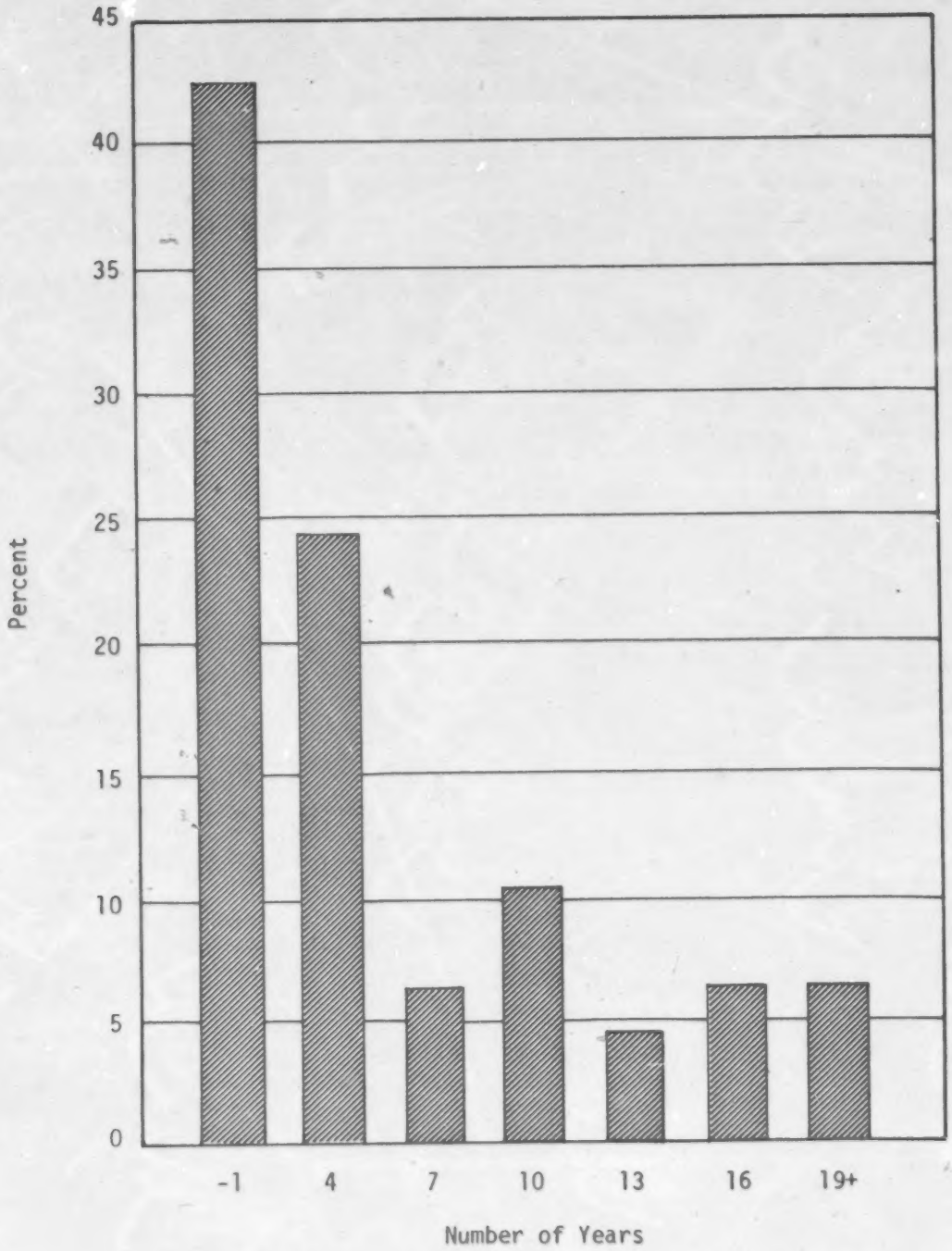

Figure 4.13. Distribution of Number of Years Spent by Female Vocational Faculty Teaching at the Secondary Level

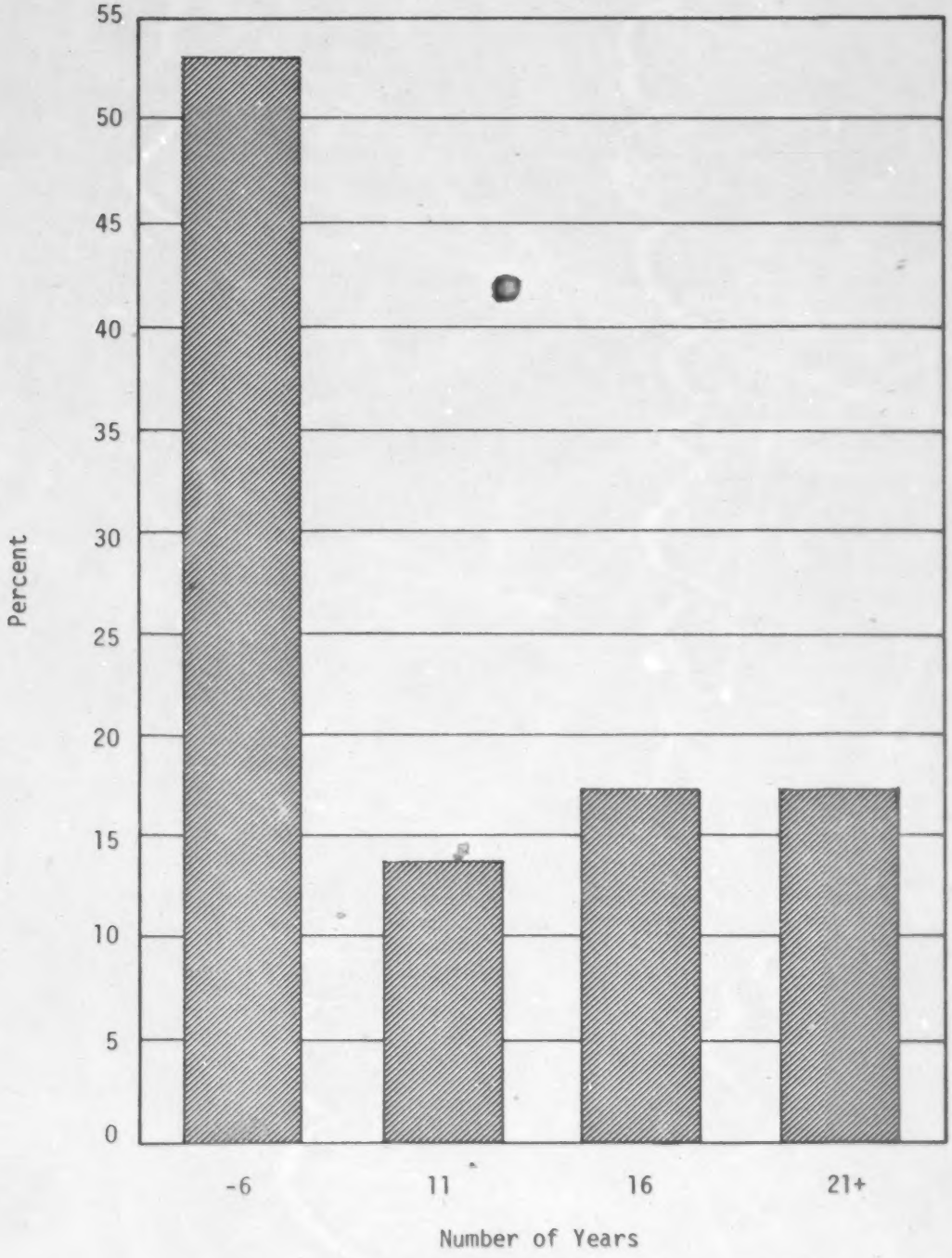

Figure 4.14. Distribution of Number of Years Spent by Female Vocational Faculty Teaching at the Elementary Level

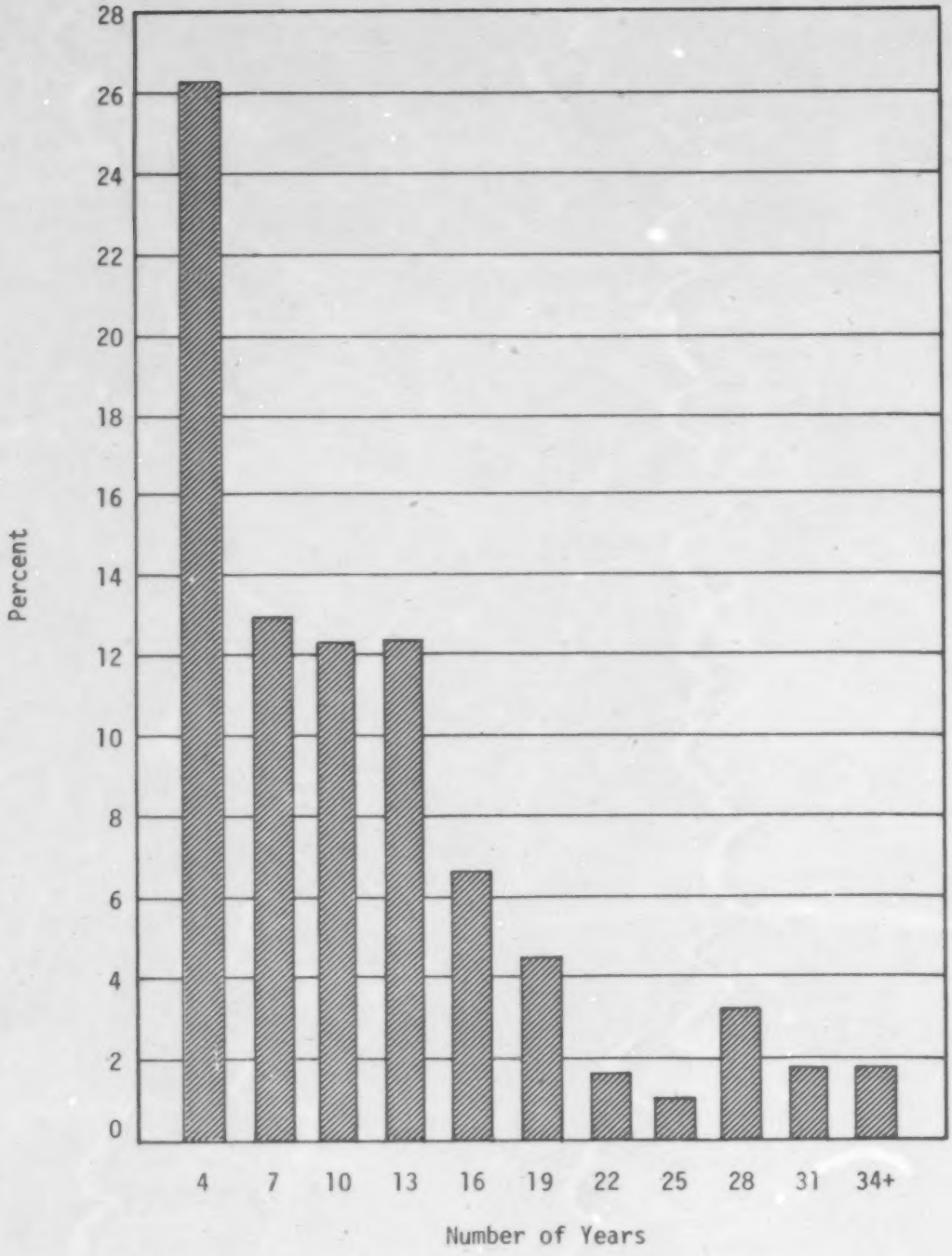

Figure 4.15. Distribution of Years Employed Outside Education for Female Vocational Faculty

H. Administrative, laboratory and lecture hours per week. When asked how they spent their work hours, 85 percent of the females spent from one to 43 hours per week in administrative type tasks. The mean was 25.55 with a standard deviation of 17.87 (Figure 4.16).

Eighty percent spent from 2 to 38 hours per week in laboratory activities. Figure 4.17 shows the mean as 15.00 and the standard deviation as 10.93.

Eighty four percent spent from 1 to 22 hours per week in teaching. Figure 4.18 shows the mean as 12.59 and the standard deviation as 10.28.

I. Age. The respondent's ages ranged from 19 to 84, with a mean of 40.2 and a standard deviation of 13.5. These data are portrayed in Figure 4.19.

J. Number of children. Figure 4.20 shows the percentage reporting different numbers of children. Nearly half had no children, 11.8 percent had one child, 15 percent had two children, 14.5 percent had three children, 5.9 percent had four children, and the remainder had five or more children. The highest number of children reported by any respondent was 8.

K. Distribution of children by age group. Figure 4.21 shows the groups of children's ages as reported by the respondents. Fifteen percent had children from birth to 5 years of age. Twenty two percent had children 13 to 18, and 39 percent reported having children over 18 years old.

L. Marital status. Figure 4.22 shows that 55.3 percent of the respondents were married, 30.2 percent were single, 3.3 percent are widowed, and 11.2 percent are in some status other than the three reported above.

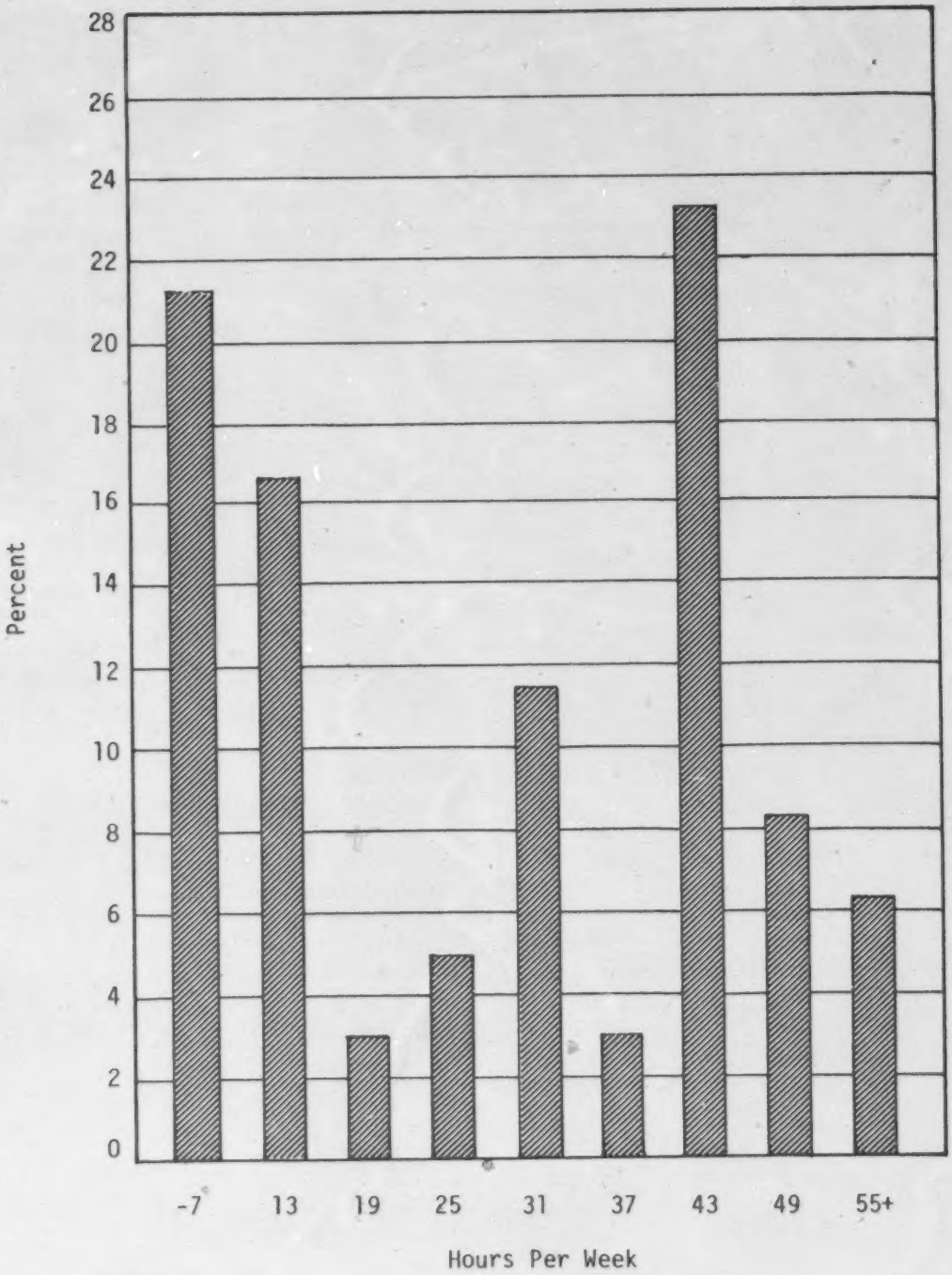

Figure 4.16. Administrative Hours Only for Female Vocational Faculty

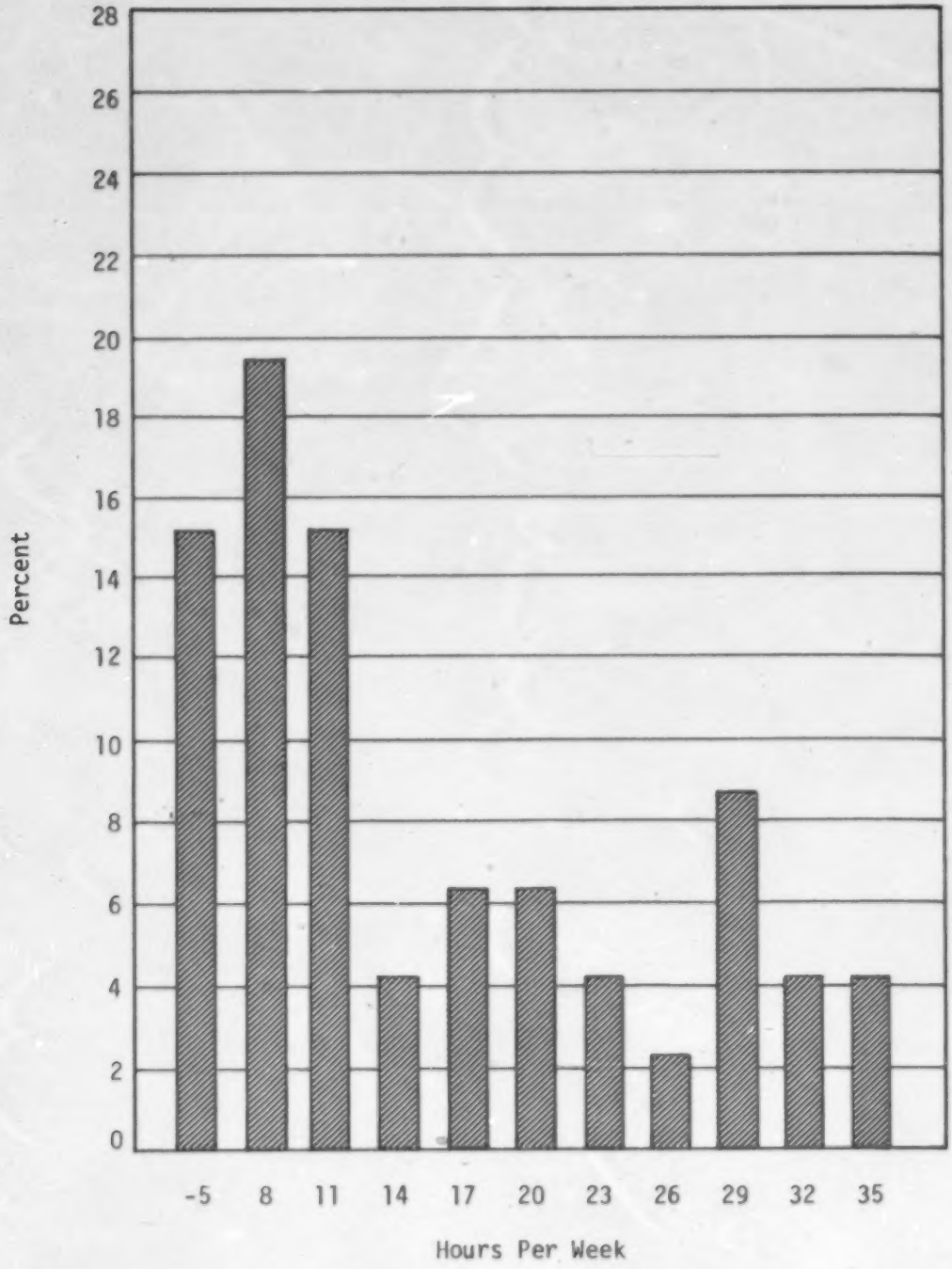

Figure 4.17. Laboratory Hours Only for Female Vocational Faculty

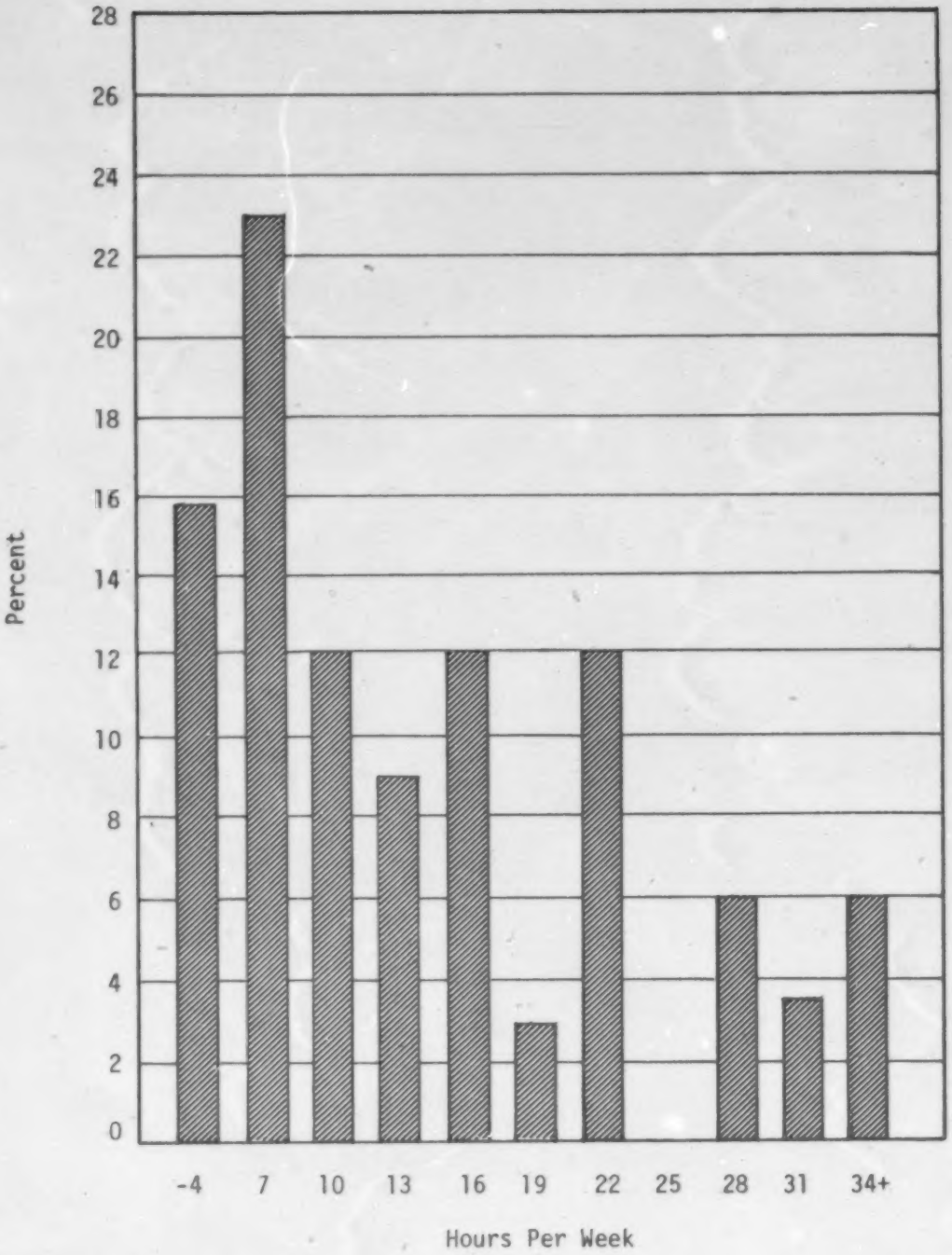

Figure 4.18. Teaching Hours Only for Female Vocational Faculty

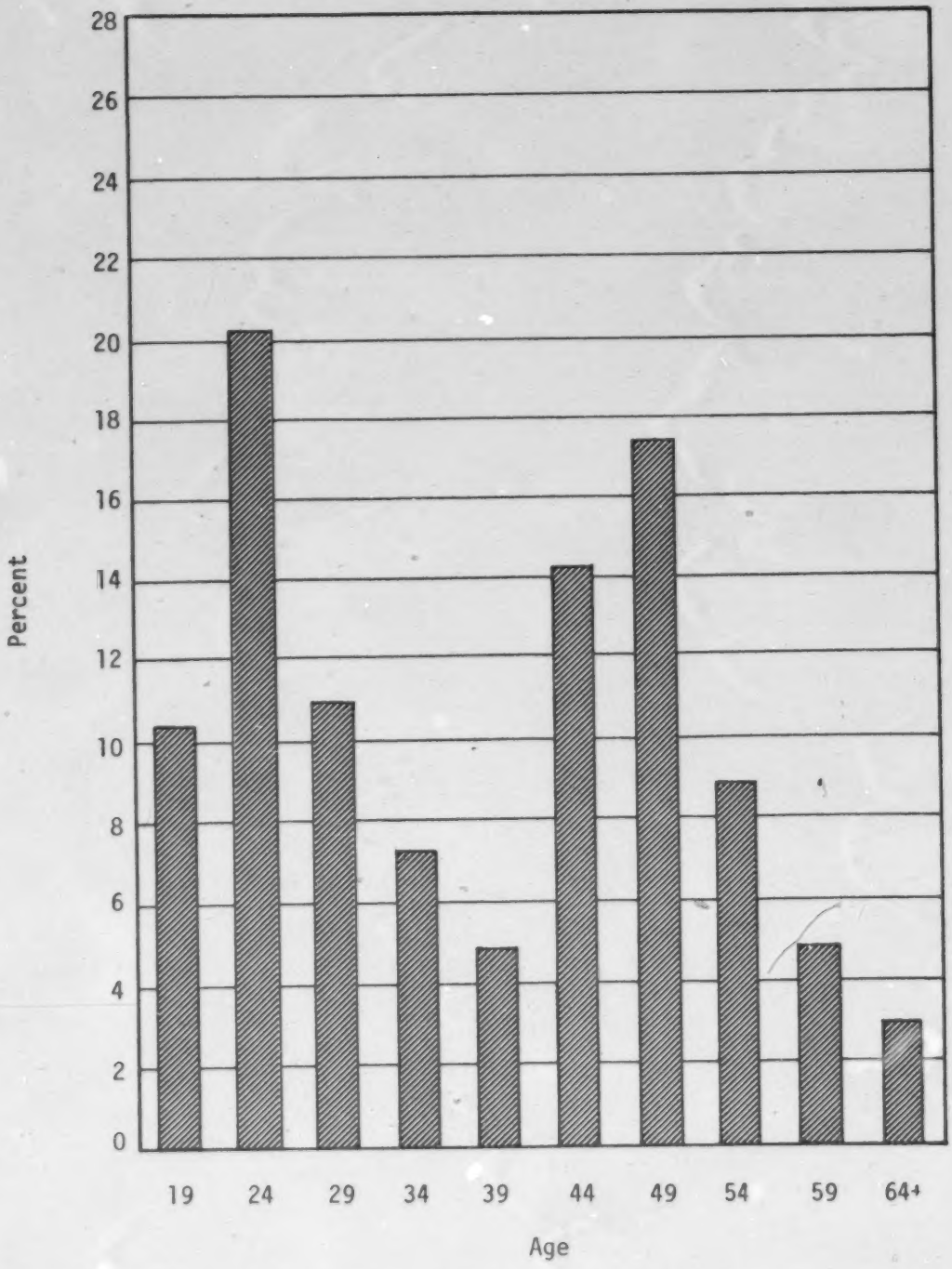

Figure 4.19. Age Distribution of Full-Time Female Vocational Faculty

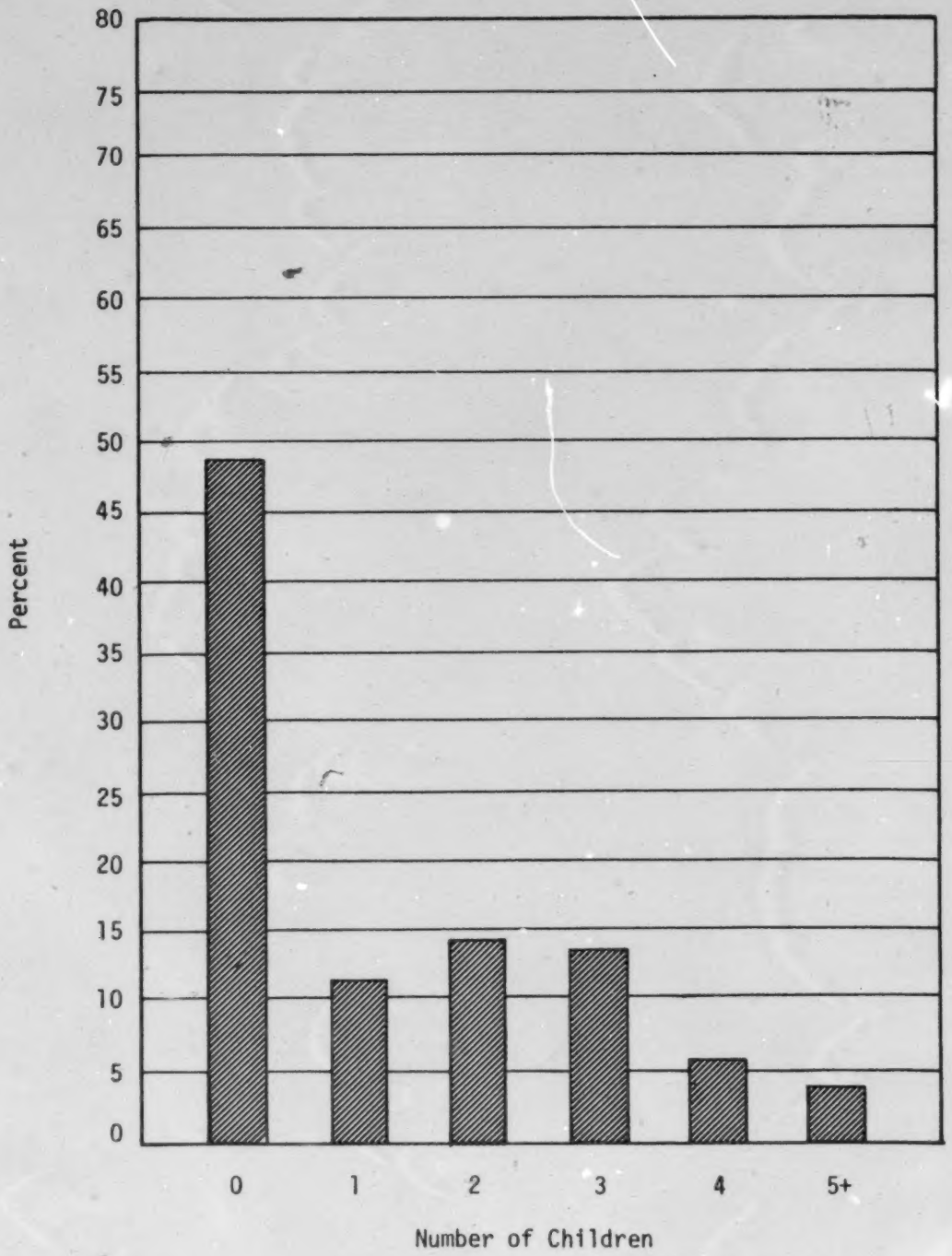

Figure 4.20. Distribution of the Number of Children of Female Vocational Faculty

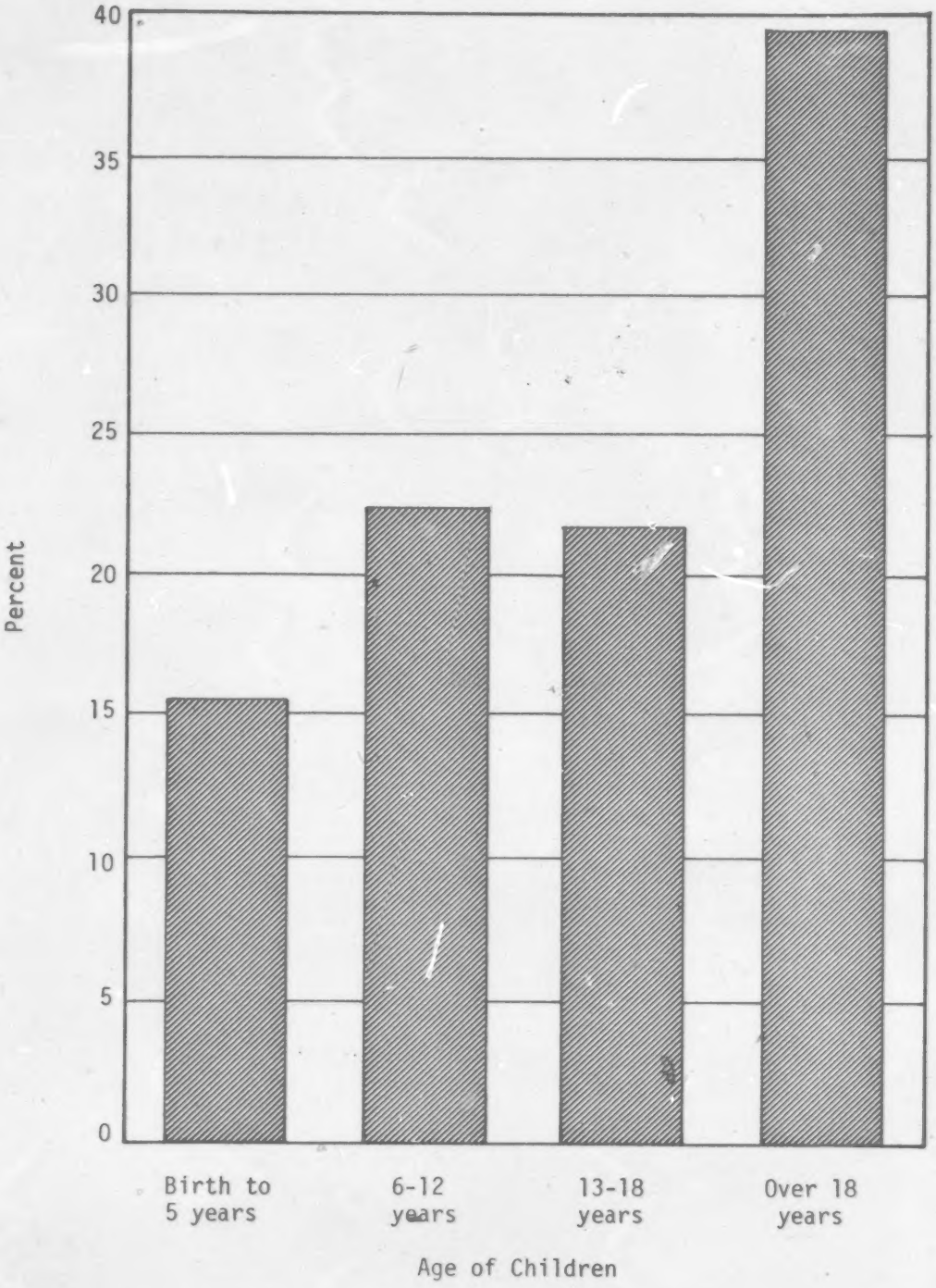

Figure 4.21. Distribution of Children of Female Vocational Faculty by Age Group

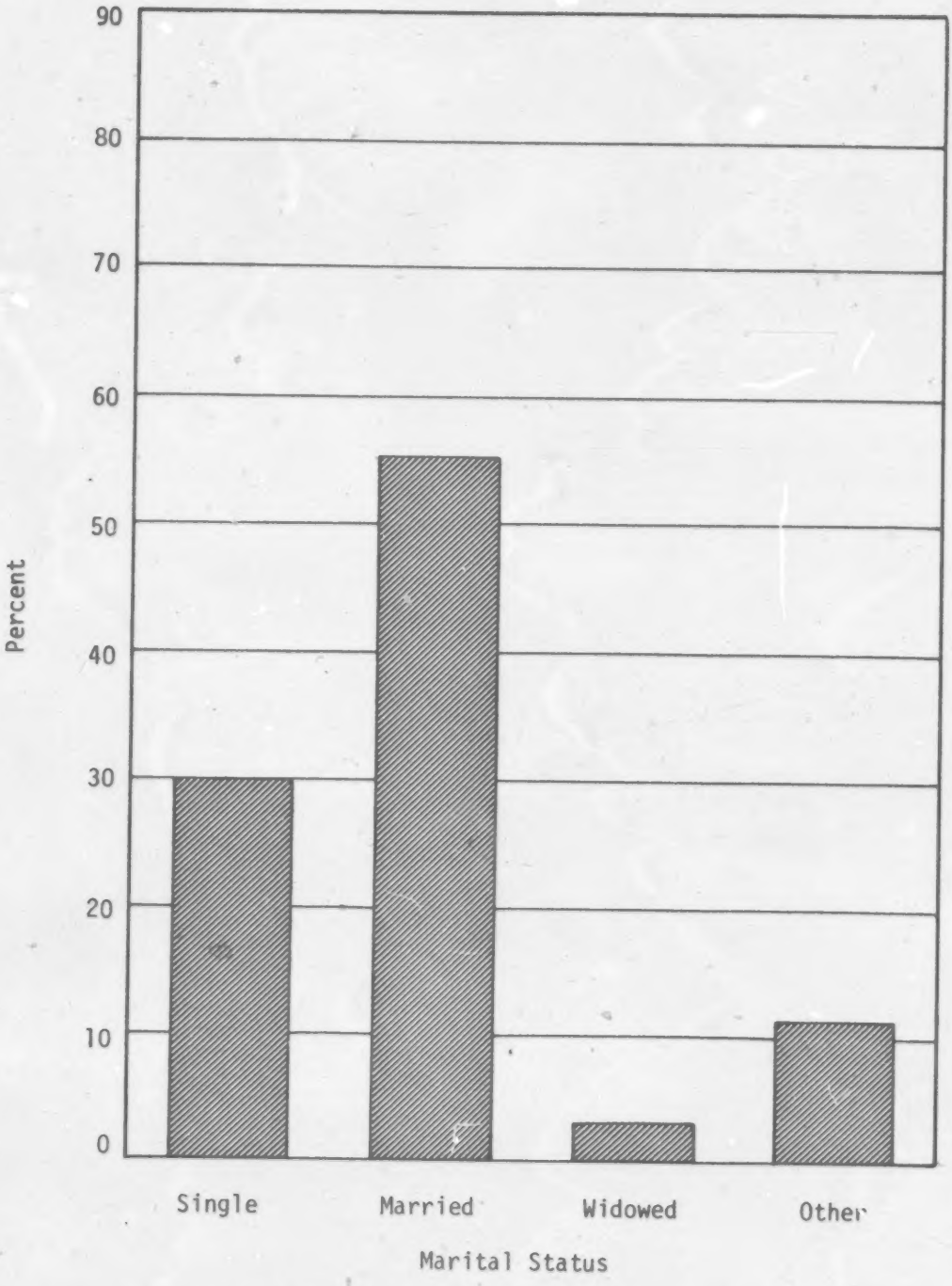

Figure 4.22. Distribution of Female Vocational Faculty by Marital Status

M. Responsibilities assumed. When female faculty were asked whether they had received a promotion, 53 percent indicated that they had received no promotions. Eleven percent had at some time received a promotion. Seventeen percent had gone from full-time teaching to teaching/administration, and a similar number had gone from teaching/administration to full-time administration (Figure 4.23).

Question 13

What is the relationship between the salary of the female faculty member and her:

A. highest degree?
B. years at present institution?
C. years outside education?
D. age?
E. marital status?

Multiple Regression Analysis revealed an F-ratio of 1.26 which was found not to be significant. The negative regression coefficients shown in Table 4.18 indicate a negative relationship between age and marital status.

Question 14

What is the relationship between the highest degree held and:

A. salary?
B. years at present institution?
C. years outside education?
D. age?
E. marital status?
F. number of children?

Analysis produced an F-ratio of 9.31 which was significant at the .05 level, as shown in Table 4.19.

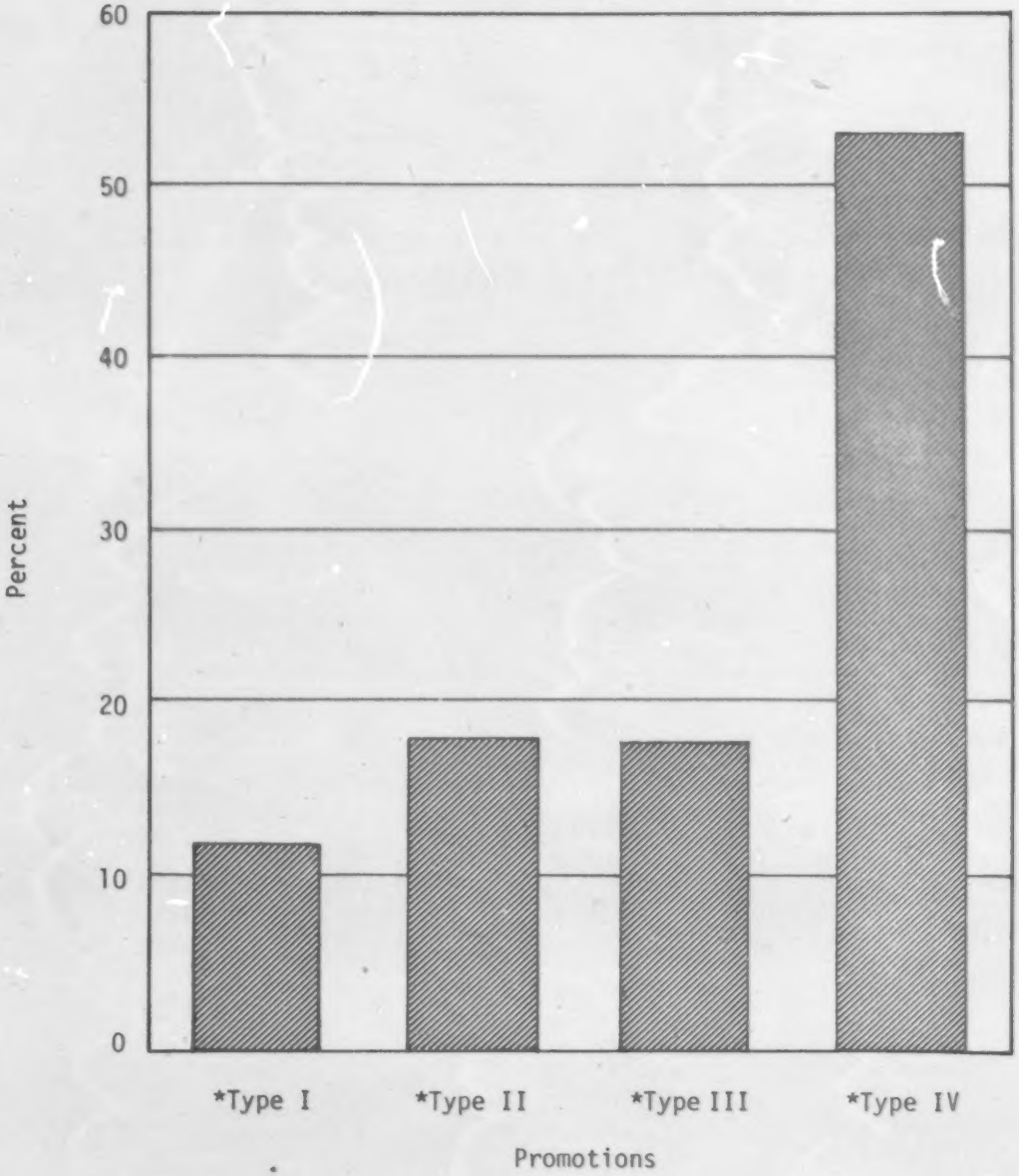

Figure 4.23. Distribution of Promotions Received at Present Institutions by Female Vocational Faculty

*Type I - Full-time teaching to full-time administration
Type II - Full-time teaching to teaching/administration
Type III - Teaching/administration to full-time administration
Type IV - None

Table 4.18

Regression Analysis Between the Five Independent Variables And the Dependent Variable (i.e. Salary)

Variables	Regression Coefficient	Standard Error	Student t
Degree	626.91	305.26	2.05
Years at Present Institution	22.76	63.47	0.36
Years Outside Education	70.01	50.66	1.38
Age	-33.33	31.71	1.05
Marital Status	-566.41	791.34	0.72

Table 4.19

Regression Analysis Between the Six Independent Variables And the Dependent Variable (i.e. Highest Degree)

Variables	Regression Coefficient	Standard Error	Student t
Salary	0.00	0.00	1.95
Years at Present Institution	-0.03	0.02	1.65
Years Outside Education	-0.07	0.01	5.39
Age	0.02	0.00	2.23
Marital Status	-0.57	0.21	2.66
Number of Children	-0.05	0.07	0.70

Question 15

What is the relationship between marital status and:

A. highest degree?
B. salary?
C. years outside education?
D. years at present institution?
E. age?

Multiple Regression Analysis revealed an F-ratio of 2.99 which was significant at the .05 level. Data are shown for the five variables in Table 4.20.

Question 16

What is the relationship between number of children and:

A. highest degree?
B. salary?
C. age?

Multiple Regression Analysis revealed an F-ratio of 4.83 which was significant at the .05 level. Table 4.21 shows age portraying the highest relationship with number of children of female faculty members.

Question 17

What is the relationship between years employed outside education and:

A. highest degree?
B. salary?
C. age?
D. number of children?

Analysis produced an F-ratio of 18.15 which was significant at the .05 level. Data are shown in Table 4.22. As others have shown, age is predictive of years employed outside of education.

Table 4.20

Regression Analysis Between the Five Independent Variables And the Dependent Variable (i.e. Marital Status)

Variables	Regression Coefficient	Standard Error	Student t
Highest Degree Held	-0.09	0.03	2.92
Salary	-0.00	0.00	0.72
Years Outside Education	0.00	0.00	0.23
Years at Present Institution	0.01	0.01	0.91
Age	-0.00	0.00	0.89

Table 4.21

Regression Analysis Between the Three Independent Variables And the Dependent Variable (i.e. Number of Children)

Variables	Regression Coefficient	Standard Error	Student t
Highest Degree	-0.23	0.09	2.57
Salary	-0.00	0.00	1.20
Age	0.02	0.01	2.17

Table 4.22

Regression Analysis Between the Four Independent Variables And the Dependent Variable (i.e. Years Employed Outside Education)

Variables	Regression Coefficient	Standard Error	Student t
Highest Degree	-2.34	0.43	5.42
Salary	0.00	0.00	1.68
Age	0.18	0.04	4.33
Number of Children	1.15	0.38	2.98

Question 18

What is the relationship between years at present institution and:

A. highest degree?
B. salary?
C. years outside education?
D. age?
E. number of children?

Analysis produced an F-ratio of 10.36 and was found to be significant at the .05 level. Data are shown in Table 4.23. They indicate that years at present institution are negatively associated with highest degree held, years outside education, and number of children.

Question 19

What is the relationship between:

A. highest degree?
B. salary?
C. number of children?
D. years outside of education?
E. years at present institution?
F. marital status?
G. age?

and

1. dual-role conflict?
2. advancement possibilities?
3. career aspirations?

MRA was used to answer the questions listed above. Table 4.24 illustrates the results. Eight significant relationships were found. They were:

1. What is the relationship between the highest degree held and dual-role conflict? On the average, professional women with the highest degrees felt that it is possible to be successful at both marriage and a career. They do not agree that women can work in productive harmony

Table 4.23

Regression Analysis Between the Five Independent Variables And the Dependent Variable (i.e. Years At the Present Institution)

Variables	Regression Coefficient	Standard Error	Student t
Highest Degree	-0.78	0.39	2.03
Salary	0.00	0.00	0.05
Years Outside Education	-0.05	0.07	0.74
Age	0.24	0.04	6.73
Number of Children	-0.67	0.32	2.07

Table 4.24

Relationships for Vocational Female Faculty Demographic Variables

	Dual-role Conflict	Advancement Possibilities	Career Aspirations
What is the relationship between the highest degree held and:	*	NS	*
What is the relationship between salary and:	NS	NS	NS
What is the relationship between number of children and:	*	NS	*
What is the relationship between years outside education and:	*	NS	NS
What is the relationship between years at present institution and:	NS	NS	NS
What is the relationship between marital status and:	*	NS	*
What is the relationship between age and:	NS	NS	*

NS = Non-significant
* = Significant at .05 level

with men filling complementary and supplementary roles, that marriage is an asset for a professional woman, and that a woman's first responsibility is to be a feminine companion and a mother.

The restricted model results are shown in Table 4.25.

2. What is the relationship between the number of children and dual-role conflict? On the average, those women with the largest number of children feel that for professional women children are an asset to their career. They do not agree that women who want full equality should be prepared to accept equal responsibility.

The restricted model results are shown in Table 4.26.

3. What is the relationship between marital status and dual-role conflict? Those professional women who were married (or other than single) tended to agree that a woman's first responsibility is to be a feminine companion of men and a mother. They do not agree with the statement that it is possible to be successful at both marriage and a career (Table 4.27).

4. What is the relationship between marital status and career aspirations? Those professional women who are married agree with the statement that most women would like to end their educational careers in a senior faculty or staff position (Table 4.28).

5. What is the relationship between the number of children and career aspirations? Those professional women who have the largest number of children agree that a woman's professional career should be subservient to her husband's (Table 4.29).

6. What is the relationship between age and career aspirations? Those professional women who were the oldest agreed that most women would like to end their educational careers in a senior faculty or staff position (Table 4.30).

Table 4.25

Regression Effect of the Significant Independent Variables On the Dual-Role Conflict Subscale by Highest Degree Attained (Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
RC (3)	-0.45	0.16	2.82*
RC (7)	-0.22	0.11	1.99*
RC (11)	0.37	0.15	2.48*
RC (15)	0.33	0.08	4.09*
Intercept	2.73	0.46	5.92

Standard Error of Estimate = 1.31
F-ratio for the restricted model = 7.77
Coefficient of determination $(\bar{R}^2)^a$ = 0.15

[a]Adjusted for degrees of freedom

*Significant at .05 level

Table 4.26

Regression Effect of the Significant Independent Variables On the Dual-Role Conflict Subscale by Number of Children (Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
RC (9)	-0.34	0.12	2.83*
RC (17)	-0.61	0.24	2.54*
Intercept	3.16	0.48	6.52

Standard Error of Estimate = 1.56
F-ratio for the restricted model = 7.62
Coefficient of determination $(\overline{R}^2)^a$ = 0.08

[a]Adjusted for degrees of freedom
*Significant at .05 level

Table 4.27

Regression Effect of the Significant Independent Variables On the Dual-Role Conflict Subscale by Marital Status (Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
RC (11)	-0.16	0.05	3.07*
RC (15)	-0.07	0.03	2.58*
Intercept	2.07	0.14	15.17

Standard Error of Estimate = 0.48
F-ratio for the restricted model = 7.94
Coefficient of determination $(\bar{R}^2)^a$ = 0.09

[a]Adjusted for degrees of freedom
*Significant at .05 level

Table 4.28

Regression Effect of the Significant Independent Variables
On the Career Aspirations Subscale
By Marital Status
(Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
CA (24)	0.10	0.03	2.77*
Intercept	1.28	0.10	11.77

Standard Error of Estimate = 0.49
F-ratio for the restricted model = 7.77
Coefficient of determination $(\overline{R}^2)^a$ = 0.04

[a]Adjusted for degrees of freedom
*Significant at the .05 level

Table 4.29

Regression Effect of the Significant Independent Variables
On the Career Aspirations Subscale
By Number of Children
(Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
CA (12)	-0.35	0.10	3.42
Intercept	2.55	0.38	6.72

Standard Error of Estimate = 1.57
F-ratio for the restricted model = 11.67
Coefficient of determination $(\overline{R}^2)^a$ = 0.07

[a]Adjusted for degrees of freedom
*Significant at the .05 level

Table 4.30

Regression Effect of the Significant Independent Variables
On the Career Aspirations Subscale by Age
(Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
CA (24)	2.70	1.08	2.50*
Intercept	32.15	3.17	10.14

Standard Error of Estimate = 14.26
F-ratio for the restricted model = 6.23
Coefficient of determination $(\bar{R}^2)^a$ = 0.03

[a]Adjusted for degrees of freedom
*Significant at the .05 level

7. What is the relationship between the number of years outside education and dual-role conflict? Those professional women who had spent the greatest number of years outside education agreed that for professional women children are an asset to their career, that it is possible to be successful at both marriage and a career, and that a woman's first responsibility is to be a feminine companion of men and a mother. They disagree with the statement that it is fine for a woman to work if her children are adequately cared for (Table 4.31).

8. What is the relationship between highest degree held and career aspirations? Professional women holding the highest degrees tended to agree that most women would like to be promoted to an administrative position. They disagreed with the statements that professional women can realistically expect to have a life-long career, that a woman's professional career should be subservient to her husband's, and that most women would like to end their educational careers in a senior faculty or staff position (Table 4.32).

Table 4.31

Regression Effect of the Significant Independent Variables
On the Dual-Role Conflict Subscale by
Years Outside Education
(Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
RC (1)	-1.84	0.81	2.28*
RC (9)	-1.81	0.66	2.72*
RC (11)	2.35	0.95	2.47*
RC (15)	-1.22	0.52	2.36*
Intercept	15.84	2.96	5.35

Standard Error of Estimate = 8.36
F-ratio for the restricted model = 5.25
Coefficient of determination $(\bar{R}^2)^a$ = 0.10

[a]Adjusted for degrees of freedom

*Significant at the .05 level

Table 4.32

Regression Effect of the Significant Independent Variables On the Career Aspirations Subscale and Highest Degree (Vocational Female Faculty)

Variables	Partial Regression Coefficient	Standard Error	Student t
CA (4)	-0.26	0.15	1.76*
CA (12)	0.15	0.10	1.55*
CA (14)	0.27	0.11	2.49*
CA (24)	-0.18	0.11	1.72
Intercept	2.56	0.64	4.02

Standard Error of Estimate = 1.38
F-ratio for the restricted model = 2.94
Coefficient of determination $(\bar{R}^2)^a$ = 0.07

[a]Adjusted for degrees of freedom
*Significant at the .05 level

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

Summary

An analysis of the views of proprietary school administrators regarding professional women vocational faculty in terms of dual-role conflict, advancement possibilities and career aspirations revealed the following:

1. The proprietary school administrators agreed that professional women faculty do experience some degree of role-conflict.

2. With regard to advancement possibilities for female faculty, administrators were about equally divided.

3. Administrators seem to feel that female faculty have fairly high career aspirations.

4. The overall data from administrators in proprietary schools regarding female faculty suggest they are not viewed as being equal to male faculty.

An examination of the perception of female vocational faculty members at proprietary schools with regard to dual-role conflict, advancement possibilities and career aspirations revealed the following:

1. Female vocational faculty indicate that they feel a greater degree of dual-role conflict than their administrators perceive.

2. Female faculty tend to have a rather dim view of the advancement possibilities of female faculty members.

3. Professional women tend to have relatively low career aspirations in proprietary schools.

4. In total, the results of this survey indicate that female faculty do not perceive females as being equal to males in the educational community.

Discussion

When a close look is taken at these data, very interesting insights are obtained. Certain contradictions are also revealed.

A large percentage of administrators agree that it is fine for a woman to work if her children are adequately cared for, that it is possible to be successful at both marriage and a career, that women can live in productive harmony with men filling complementary and supplementary roles, that a coeducational faculty provides a healthy atmosphere, and that women who want full equality should be prepared to accept equal responsibility.

Approximately one-third of the administrators feel that a mother's working cannot be easily accepted by a child, that women in supervisory positions do not have difficulty in dealing with males in subordinate positions, and that a woman's first responsibility is not to be a feminine companion to men and a mother.

Slightly more than a fourth of the administrators were undecided as to whether professional women tend to think of employment as a lifetime career, whether a mother's working can be easily accepted by a child, whether marriage is an asset for professional women and whether, for professional women, children are an asset.

Over half of the administrators feel that the higher the educational attainment of women the greater the chances for their advancement, that in their particular institutions women are not as likely to achieve

positions of leadership as are men, that women successfully compete with men at this institution, and, in general, that professional women are on par with professional men at this institution.

Ninety-five percent of the administrators do not agree with the statement that the possibilities for a woman to be promoted to the next academic rank, when eligible, are only fair.

Over eighty-five percent of the administrators feel that the professional woman can realistically expect to have a life-long career and that women have as much need to achieve as men. On the other hand, over half feel that a woman's professional career should be subservient to her husband's.

Administrator's opinions of the dual-role conflict of female faculty was found to be in no way related to the administrator's age. The same is true of his perceptions of the advancement possibilities for female faculty. However, concerning career aspirations, a significant relationship was found between the age of the administrator and his perceptions of the career aspirations of female faculty.

The number of years of administrative experience of the administrators was found to relate significantly to their perceptions of dual-role conflict and career aspirations of female vocational faculty. The number of years of administrative experience was not found to be related to the administrator's perceptions of advancement possibilities for these faculty.

The sex of the administrator was found to be significantly related to his perception of the dual-role conflict of female faculty. The same was true of his perception of their advancement possibilities and career aspirations.

The age of the administrator was found to be significant only in his perception of dual-role conflict suffered by female faculty. It was not found to be significant as related to the advancement possibilities and the career aspirations of these faculty.

The great majority of administrators indicated that they had between seven and sixteen years of teaching experience. Less than five percent had more than forty years of teaching.

Less than one-fourth of the administrators had more than twenty-five years of administrative experience. Conversely, over half of them had less than 13 years administrative experience.

Women held 37.5 percent of the administrative posts with men holding the remaining 62.5 percent.

Administrators ranged in age from 23 or younger to 78 or older. The mean age was 45.34.

Just under one-half of the women faculty agreed that intellectual achievement of women is viewed as competitively aggressive behavior. On the other hand, between 40 and 50 percent did not agree or were undecided as to whether women in supervisory positions have difficulty dealing with males in subordinate positions, whether a mother's working can be easily accepted by a child, whether marriage is an asset for professional women and whether, for a professional woman, children are an asset to their career.

Just under fifty percent of the female faculty agreed that in their institutions, women are not as likely to achieve positions of leadership as are men. Conversely, over fifty percent disagreed with the statements that women successfully compete with men at this institution, and that, in general, professional women are on par with professional men at this institution.

The relatively low career aspirations revealed by female faculty is borne out by the fact that just two percent of the women feel that women have as much need to achieve as men. Between one-third and one-fourth of the women agreed that most women would like to be promoted to an administrative position and that most women would like to end their educational careers in a senior faculty or staff position.

Nearly half of the females responding were in the business occupations. The addition of trade and industry occupations to this group accounted for sixty-two percent of the women. The lowest number of females were found in health and home economics related occupations. This latter finding is somewhat contrary to other research and may relate to sampling patterns, response patterns, or types of population represented in proprietary schools.

In examining the demographic information supplied by the female faculty one notes:

- Just over one-fifth of the faculty had attained the Bachelor's degree as their highest level.
- Over one-fifth listed state certification as their highest level.
- Approximately ten percent had an Associate degree.
- Just over one-fourth had obtained their Master's.
- One percent held an earned doctorate.
- The mean salary earned by female faculty was $7,388. This is in line with the national average.
- The average length of time women had been employed at their present institution was 5.7 years. The range was from one to thirty-four years.

- The length of time spent in proprietary schools equalled very nearly the length of time women had spent at their present institution which would seem to indicate that these women move around very little.
- Of those who had taught in other locations they spent an average of 11.6 years teaching at the elementary level, 6.9 years at the secondary level, 3.9 years at the two-year college level and 5 years at the four-year college level.
- Female faculty had spent an average of 10.59 years employed outside of education. The range was from 1 to 37 years.
- When asked to describe how they spent their working week, 85 percent said they spent an average of 25.55 hours in administrative type tasks, 80 percent said they spent 15 hours a week in laboratory-type activities, and 84 percent spent an average of 12.59 hours per week in teaching.
- The average age of the female faculty was 40.2 years. The women ranged in age from 19 to 84.
- The largest number of children reported was eight. Just under 12 percent indicated that they had one child. Fifteen percent indicated that they had two children. Approximately the same percent had three children. Slightly over six percent had four children and the remainder reporting children had five or more.
- Forty percent of these children were over 18. Just over one-fifth were between 13 and 18 and the same percentage were between 6 and 12. Only 15 percent were 5 years or younger.
- Over fifty percent of the respondents were married. Just under a third were single and the remainder were widowed or otherwise.

- When asked if they had received a promotion, over half of the women indicated that they had not. Just over 10 percent had received a promotion at one time. Less than one-fifth had gone from full-time teaching to teaching/administration and the same percentage had gone from teaching/administration to full-time administration.
- The level of education, the years at the present institution, the years outside of education and the age did not have any relationship to the salary of the female faculty member. However it was found that there was a negative relationship between salary and marital status.
- It was found that those women holding the highest degrees also earned the highest salary, spent more time outside education and had been at their present institution longer.
- Those women who were married tended to have lower levels of educational attainment and to have been at their present institutions for somewhat longer periods than did their single colleagues.
- As might be expected, the older the female faculty member, the more children she had. Age is also a predictor of how long the faculty member has been employed outside of education.
- Women who have been at their present institutions for long periods of time tend to have attained a lower level of education, have spent fewer years outside of education and have fewer children.

In considering the opinions of the female vocational faculty regarding dual-role conflict, advancement possibilities and career aspirations

it was found that professional women with the higher degree feel that it is possible to be successful at both marriage and a career. They do not feel that a woman can work in productive harmony with men filling complementary and supplementary roles, that marriage is an asset for a professional woman, and that woman's first responsibility is to be a feminine companion and a mother.

Those women with the largest number of children feel that children are an asset to their career. They do not agree that women who want full equality should be prepared to accept equal responsibility.

The women who are no longer single tend to think that a woman's first responsibility is to be a feminine companion of men and mother. They do not agree that it is possible to be successful at both marriage and a career.

Married women tended to agree that most women would like to end their educational careers in a senior faculty or staff position.

Women having the largest number of children tended to think that a woman's professional career should be subservient to her husband's.

The older the professional woman the more she tended to agree that women would like to end their educational careers in a senior faculty or staff position.

Those women who had spent the longest time outside of education agreed that for professional women children are an asset to their career, that it is possible to be successful at both marriage and a career, and that a woman's first responsibility is to be a feminine companion of men and a mother. They disagree with the statement that it is fine for a woman to work if her children are adequately cared for.

Professional women holding the highest degrees tend to agree that most women would like to be promoted to an administrative position. They disagreed with the statements that professional women can realistically expect to have a life-long career, that a woman's professional career should be subservient to her husband's, and that most women would like to end their educational careers in a senior faculty or staff position.

Recommendations

1. This study should be replicated periodically to ascertain if conditions and perceptions have changed.
2. This study might form a basis for additional study on more occupationally mature women and their roles.
3. Female faculty should be provided with opportunity to achieve the educational preparation required for the assumption of administrative responsibility.
4. Schools and colleges should provide future female educators with assistance in building appropriate levels of career aspirations.
5. Female vocational educators should be given opportunities to participate with male educators in decision making enterprises.
6. Proprietary school should join with public sectors in providing awareness of opportunities for women in administration.
7. Pre-service and in-service programs should be provided to raise the career aspiration levels of female vocational educators in proprietary schools.

8. Teacher education programs should provide information on advancement opportunities for women in vocational education in proprietary schools.

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APPENDIX A

EQUALITARIAN PERCEPTION SCALE

_ _ _ _ _ _ _ _ _ _ _ _

PART I

Instructions: Please write in the correct response.

Your total years teaching experience _____.

Your total years administration experience _____.

Your sex _____.

Your age _____.

PART II

Instructions. The best answer to each statement is your personal opinion. There are five possible responses for each statement:

SA (Strongly Agree)
A (Agree)
U (Undecided)
D (Disagree)
SD (Strongly Disagree)

Please circle only one of the five responses with pen or pencil.

1.	It is fine for a woman to work if her children are adequately cared for.	SA	A	U	D	SD
2.	The possibilities for a woman to be promoted when eligible should exist in all institutions.	SA	A	U	D	SD
3.	Women can work in productive harmony with men filling complementary and supplementary roles.	SA	A	U	D	SD
4.	Professional women can realistically expect to have a life-long career.	SA	A	U	D	SD
5.	A mother's working can be easily accepted by a child.	SA	A	U	D	SD
6.	The higher the educational attainment of women the greater the chances for their advancement.	SA	A	U	D	SD
7.	Marriage is an asset for professional women.	SA	A	U	D	SD
8.	Women have as much need to achieve as men.	SA	A	U	D	SD
9.	For professional women children are an asset to their career.	SA	A	U	D	SD

10.	In this institution women are not as likely to achieve positions of leadership as men.	SA	A	U	D	SD
11.	It is possible to be successful at both marriage and a career.	SA	A	U	D	SD
12.	A woman's professional career should be subservient to her husband's.	SA	A	U	D	SD
13.	Professional women tend to think of employment as a life-time career.	SA	A	U	D	SD
14.	Most women would like to be promoted to an administrative position.	SA	A	U	D	SD
15.	A woman's first responsibility is to be a feminine companion of men and a mother.	SA	A	U	D	SD
16.	Women successfully compete with men at this institution.	SA	A	U	D	SD
17.	Women who want full equality should be prepared to accept equal responsibility.	SA	A	U	D	SD
18.	Most women would rather be promoted by merit rather than by seniority.	SA	A	U	D	SD
19.	Intellectual achievement of women is viewed as competitively aggressive behavior.	SA	A	U	D	SD
20.	In general professional women are on par with professional men at this institution.	SA	A	U	D	SD
21.	Women in supervisory positions have difficulty dealing with males in subordinate positions.	SA	A	U	D	SD
22.	A coeducational faculty provides a healthy atmosphere.	SA	A	U	D	SD
23.	Career women play down feminine appearance in order to be taken seriously.	SA	A	U	D	SD
24.	Most women would like to end their educational careers in a senior faculty or staff position.	SA	A	U	D	SD
25	Women have unique qualities to bring to the classroom that are not present in male faculty.	SA	A	U	D	SD

THANK YOU FOR YOUR TIME AND COOPERATION

January 24, 1974

Dear Colleague:

I am sure that you are aware of the need for additional research concerning professional women in education.

Our Department of Vocational Education here at The Pennsylvania State University is conducting a nationwide study designed to determine:

(1) The status of professional women in vocational education in all institutional settings.

(2) The similarities and differences in perceptions of female faculty members as seen by themselves and program administrators.

From a national population, you have been randomly selected as one of the administrators to be sampled in this investigation. Your role in this endeavor should you be kind enough to help us, would be twofold. First, we need a roster of your faculty and administrators from which we can randomly sample several faculty members; secondly, we ask you to please complete the enclosed questionnaire to aid us in compiling certain characteristics relative to the place of professional women in proprietary vocational education programs.

These questionnaires have been carefully coded to preserve the anonymity of respondents. Furthermore, your responses will be grouped with those of other administrators, and only averages and other statistical values will be reported.

Will you please take ten minutes out of your busy schedule to complete this questionnaire, and return it along with your most recent roster of teachers and administrative staff in the pre-addressed prepaid envelope? Please complete the questionnaire even if you have no women faculty or administrators on your staff.

Thank you for your most valuable assistance. Best wishes.

Sincerely yours,

Thomas E. Long
Associate Professor
Graduate Studies and Research

TEL/gs

P. S. Please be sure to so indicate if you wish to receive a copy of the study results.

February 1974

Dear Colleague:

You may recall receiving a letter dated February and a questionnaire regarding a study designed to:

1. determine the status of professional employment of women in vocational education at public community colleges;

2. determine the similarities and differences of perceptions of female vocational faculty members as seen by themselves and college administrators.

We randomly selected a rather small group, which necessitates a good return in order to complete an accurate assessment of the goals mentioned above.

Since we have not heard from you, we are again asking you to assist us in completing this effort. Would you take 10 minutes out of your busy schedule to complete this questionnaire? Also, would you please send us your most recent roster along with your responses?

A new questionnaire is enclosed for your convenience. Thank you again for your most invaluable assistance. Best wishes.

Sincerely yours,

Thomas E. Long
Associate Professor
Graduate Studies and Research

TEL/gs

March 1974

Dear Sir:

In February, we sent you a letter and questionnaire dealing with the role of female vocational program faculty in proprietary schools. We have received your completed questionnaire and want to thank you for taking the time to assist us.

We did find, however, that you forgot to send us your most recent roster. Since we need your roster to use in randomly selecting several of your female vocational program faculty, we are asking you to send us one at your earliest convenience.

Thanks again for your invaluable assistance. We plan to share our results with you, which will be available in the late spring or early summer.

Sincerely,

Thomas E. Long
Associate Professor
Graduate Studies and Research

TEL/gs

APPENDIX B

FEMALE DEMOGRAPHIC DATA QUESTIONNAIRE

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Directions: This study is designed to protect your identity and to keep your responses confidential. The identifier in the upper left corner is interpretable by myself only.

In this section please circle the letter or write in the response which indicates your status.

Thank you for your time and cooperation

1. Present Marital Status
   1. Single
   2. Married
   3. Widowed
   4. Other

2. Number of Children (Circle 1)
   0-1-2-3-4-5-6-7+

3. Number of Children in Each Age Group
   1. 0-5 ___
   2. 6-12 ___
   3. 13-18 ___
   4. 18+

4. Type of Appointment
   1. Permanent
   2. Probationary

5. Your Annual Salary Before Deductions
   $_____
   (please specify)

6. Your Age _____
   (please specify)

7. Number of Years Employed at Present Institution
   _____
   (please specify)

8. Number of Years Employed Outside of Education
   _____
   (please specify)

9. Number of Years Teaching in Each Location.
   1. Proprietary Schools _____
   2. Military _____
   3. 4 Year College _____
   4. 2 Year Post-Secondary _____
   5. Secondary _____
   6. Elementary _____

10. Other Responsibilities Accepted at Present Institution (please check)

__ 1 Full-time teaching to full-time administration
__ 2 Full-time teaching to teaching/administration
__ 3 Teaching/administration to full time administration
__ 4 None - I spend full time teaching
__ 5 Writer/Editor

11. If full-time Faculty go to Number 12
If full-time Administrator go to Number 13
If Faculty/Administrator go to Number 14

12. Teaching Contact Hours Per Week
A. Lecture Hours ____
B. Laboratory/Shop Hours ____

13. Administrative Hours Per Week

_____
(please specify)

14. Both Teaching and Administrative Hours
Teaching Hours ____
Administrative Hours ____

15. What Level of Education Have You Achieved?
Please Check the HIGHEST LEVEL Attained.

__ High School Graduate
__ Board Examinations - State Certification - Licensing
__ Associate Degree
__ Bachelors Degree
__ Masters Degree
__ Doctorate

16. Major Field. Please Check Appropriate Response.

1. Trade and Industrial Occupations __
2. Technical Occupations __
3. Health Occupations __
4. Agricultural Occupations __
5. Gainful Home Economics __
6. Useful Home Economics __
7. Business Occupations __
8. Distributive Education __
Other __

( ) Please Check Here If You Wish To Receive A Copy Of The Study Results.

THANK YOU AGAIN FOR YOUR ASSISTANCE

OPINIONNAIRE

Instructions: The best answer to each statement is your personal opinion. There are five possible responses for each statement:

SA (Strongly Agree)
A (Agree)
U (Undecided)
D (Disagree)
SD (Strongly Disagree)

Please circle only one of the five responses with pen or pencil.

1.	It is fine for a woman to work if her children are adequately cared for.	SA	A	U	D	SD
2.	The possibilities for a woman to be promoted when eligible should exist in all institutions.	SA	A	U	D	SD
3.	Women can work in productive harmony with men filling complementary and supplementary roles.	SA	A	U	D	SD
4.	Professional women can realistically expect to have a life-long career.	SA	A	U	D	SD
5.	A mother's working can be easily accepted by a child.	SA	A	U	D	SD
6.	The higher the educational attainment of women the greater the chances for their advancement.	SA	A	U	D	SD
7.	Marriage is an asset for professional women.	SA	A	U	D	SD
8.	Women have as much need to achieve as men.	SA	A	U	D	SD
9.	For professional women children are an asset to their career.	SA	A	U	D	SD
10.	In this institution women are not as likely to achieve positions of leadership as men.	SA	A	U	D	SD
11.	It is possible to be successful at both marriage and a career.	SA	A	U	D	SD
12.	A woman's professional career should be subservient to her husband's.	SA	A	U	D	SD

13.	Professional women tend to think of employment as a life-time career.	SA	A	U	D	SD
14.	Most women would like to be promoted to an administrative position.	SA	A	U	D	SD
15.	A woman's first responsibility is to be a feminine companion of men and a mother.	SA	A	U	D	SD
16.	Women successfully compete with men at this institution.	SA	A	U	D	SD
17.	Women who want full equality should be prepared to accept equal responsibility.	SA	A	U	D	SD
18.	Most women would rather be promoted by merit rather than by seniority.	SA	A	U	D	SD
19.	Intellectual achievement of women is viewed as competitively aggressive behavior.	SA	A	U	D	SD
20.	In general professional women are on par with professional men at this institution.	SA	A	U	D	SD
21.	Women in supervisory positions have difficulty dealing with males in sub-ordinate positions.	SA	A	U	D	SD
22.	A coeducational faculty provides a healthy atmosphere.	SA	A	U	D	SD
23.	Career women play down feminine appearance in order to be taken seriously.	SA	A	U	D	SD
24.	Most women would like to end their educational careers in a senior faculty or staff position.	SA	A	U	D	SD
25.	Women have unique qualities to bring to the classroom that are not present in male faculty.	SA	A	U	D	SD

THANK YOU FOR YOUR TIME AND COOPERATION

APPENDIX C

COMMUNICATIONS TO PARTICIPANTS IN THE STUDY

April 1974

Dear Colleague:

As a member of the academic community, I am sure you are aware of the need for additional meaningful research concerning professional women in higher education.

The Department of Vocational Education at The Pennsylvania State University is conducting a nationwide study designed to:

1. determine the status of professional employment of women in vocational education at proprietary schools;

2. determine the similarities and difference of perceptions of female vocational faculty members as seen by themselves and administrators.

You have been randomly selected to be one of the female faculty respondents for this investigation. You have been carefully coded so as to preserve your anonymity. Furthermore, your responses will be grouped with those of other faculty members and only averages and other statistical values will be reported.

Would you take fifteen minutes out of your busy schedule to complete this questionnaire?

Thank you for your most invaluable assistance. Best wishes.

Sincerely,

Thomas E. Long
Associate Professor
Graduate Studies and Research

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P. S. Please indicate whether you would want a copy of the study results.

May 1974

Dear Colleague:

You may recall receiving a letter and a questionnaire recently regarding a study designed to:

1. determine the status of the professional employment of women in vocational education in proprietary schools.

2. determine the similarities and differences of perceptions of female vocational faculty members as seen by themselves and their administrators.

In sampling, we randomly selected a rather small group, which will necessitate a good return in order to make an accurate assessment of the goals mentioned above.

Since we have not heard from you, we are again asking you to assist us in this endeavor. Would you please take 15 minutes out of your busy schedule to complete this questionnaire?

A new questionnaire is enclosed for your convenience. Thank you again for your most invaluable assistance and cooperation. Best wishes.

Sincerely yours,

Thomas E. Long
Associate Professor
Graduate Studies and Research

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Enclosure